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ABSTRACT

The secondary English curriculum outlined in this guide consists of a required course during the freshman year followed by three years in the elective program, during which each student is expected to complete a one semester course in each of the three basic areas of language, literature, and writing plus three more courses from any one area. This guide includes a description of the curriculum; sections on the world of work (focusing on vocational, technical communications), writing, language, literature, and lab courses; and an appendix which contains various materials related to the English curriculum. (JM)

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CURRICULUM GUIDE
AND COURSE OF STUDY
SILVERTON UNION HIGH SCHOOL

ELECTIVE ENGLISH

Silverton Public Schools

Silverton, Oregon

John C. Thompson Superintendent - Principal
Silverton Union High School

CS 201 902

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Introduction

In 1964 Silverton Union High School began an investigation into the personal directions its graduates took. Three years later this data became clearly useable as an evaluative factor in determining the value of its English curriculum. By the end of the 1968 school year the strengths and weaknesses in the four year team program had been determined. After a period of consideration and investigation of other possible programs the administration and English Department decided to avoid some of the traditional assumptions upon which the curriculum was based and baild upon the ideal of meeting the needs of students where they are.

Experience has shown that 35% of Silverton graduates go on to college; 39% go on to further schooling in a vocational or technical school; and 26% do not go beyond high school, entering the service, the job market, or marriage. Obviously the single curriculum could not fulfill even these basic differences in individual needs.

Research has shown that an approximate age similarity does not mean all of the students are ready to deal with the same learning experience at the same time. The ungraded-approach would seem to solve this problem.

The curriculum must take into account these problems and fulfill the humanistic needs of each student. Success must be built into the curriculum for each student. Counselling of students and their own interests and aptitudes become important factors in a truly revelant English curriculum.

Each student must receive instruction in composition, grammar, literature and if possible in speech. This entails a curriculum with an extremely wide base. Students need to be identified as to their abilities, needs, and interests. A base education becomes mandatory at Silverton. Twelve elementary schools send students to the high school. This causes a single ninth grade curriculum to be desireable in order to obtain base-line data of sufficient standardization to facilitate counseling students individually into an elective program.

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This kind of program allows the English staff to be used at its most effective level because the individual instructor will be teaching in his strongest area of specialization and interest. Teachers always produce better work when they are dealing with the areas of their own interest and therefore the program will be stronger. The English staff is responsible for working out the program and has been responsible for it since its inception. This ensures interest and participation in the pragmatic details of curriculum development on the part of both the administration and the faculty.

Individual courses have been developed by the people teaching them and therefore, the materials of the scope and sequence are used in actual practice. This program is not just some dream of paper but rather a very realistic statement of what happens.

These courses will use large groups, assigned groups, small groups, and individual assignments when that particular grouping is most effective. The facilities of the school allow for this at this time.

Not only flexible groupings but a flexible program of course offerings can be expected in this program. Changes in curriculum can be made to meet the needs of the students and to improve those areas in the scope and sequence identified as weak.

The following people were responsible for developing the curriculum guide and for its continuous change based on the evaluation this same group of people make.

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Philosophy

It is our belief that language forms the core of our curriculum and that the study and use of the English language is the proper content of the English curriculum.

"English must be kept up," wrote Keats but keeping it up is not primarily a matter of keeping it up to date. To a large degree, the study of English, is not a matter of making new, but of constant renewal, rediscovery, restoration. This is not to say that current knowledge has no meaning for English, but only to insist that an accumulation of the past enriches what appears to be new. Yet precisely because the study of one's native language and literature are so thoroughly implicated in everyday human activity, they are susceptible to immediate and ephemeral influences. The fashion of the time often so overlays them, particularly in their popular forms, that their real nature is all but lost sight of.

Each course in our English program attempts to bring the student to a point of involvement with his language and his life wherein the old thoughts and symbols can react with the new life he leads. The individual student brings a predetermined set of attitudes and abilities that affect that union and the responsibility for connecting the two is ours. The The courses attempt to meet these needs and abilities always keeping in mind the core of the program and its relationship to both past and present, as well as the demanding future.

Goals and Requirements

The elective program creates an environment in which each student can become involved in his own education through personalized instruction aimed at the interests and abilities of students. The specific gains are: greater interest in learning by students; a greater sense of freedom and responsibility for students through the exercise of choice; increased possibility of meeting a student's specific educational and vocational needs; and an increased area of material and thought which has relevance to the student.

The elective program offers each student a greater flexibility in planning. A student with a special interest in one of the areas of the Elective English Program can take more than one course in that area. Also, a student who has failed a course can take a different course in the same general area, avoiding the accumulative frustration of repeated failure. A student who has failed the freshman year may go on to the elective program only if his freshman instructor gives his consent. This prevents the student whose problem is lack of knowledge form frustrating himself further; while a student whose failure is not directly attributable to the lack of knowledge may request that his freshman instructor allow him to go ahead and use the knowledge he has already obtained. During the first year of the program elective courses can be subsituted for past failure in the Sophomore, Junior and Senior English programs. In addition, any student who plans to end his formal schooling after grade 12 can change his plans and prepare for college by doubling up on English electives primarily aimed at college preparation.

During his three years in the elective program, each student is expected to complete a one semester course in each of three basic areas of Language, Literature, and Writing,plus three more courses from any area. These six semesters constitute the equivalent of three years required English. When combined with the credit received for the freshman year the credits will fulfill the four year English requirement at Silverton Union High School.

In order to maintain flexibility, however, a course in one area, particularly from the World of Work, could be subsituted for a course in a different area upon the request of the student and the approval of the administration and the English staff.

It is safe to assume that some students have difficulty in selecting classes wisely. To provide for this contigency, each student has an English teacher as an academic counselor. Through interviews and examination of past performances and test scores, the teacher attempts to help the student make a wise choice on the basis of goals, needs, and desires. It is to be stressed that the final choice is the student's.

Rationale for Evaluation

The process of evaluation is a learning experience. We must, therefore, look realistically at our performance and assess our own strengths and weaknesses. Such evaluation is subjective by nature and any rating scale only reflects this subjectivity. The opinions and attitudes of three groups of people become important to the process of evaluation: The parents, the pupils, and the teachers.

The individual course objectives have been determined by the instructors of those courses and they fall within the bounds of the statement of philosophy that Silverton Union High School operates on. The goals of the English Program are achievable only in the minds of the parents, pupils and teachers. Evaluation of those goals must, then, come from these three sources and be correlated to become valuable. This value can be seen in terms of re-establishing objectives and goals and in terms of progressive change to meet the needs of the community.

The English Program has set forth the following goals:

1. Greater interest in learning by students.
2. A greater sense of freedom and responsibility for students through the exercise of choice.
3. Increased possibility of meeting a students specific educational and vocational needs.
4. An increased area of material and thought which has relevance to the student.

The goals are measured in terms of eight specific areas. Each area represents the departments interest in one part of a successful English program. The eight areas which must be measured are:

1. How well does a specific class motivate its particular kind of student?
2. Are the materials available to teach that class in such a manner that the students derive the greatest benefit possible from it?
3. Does the situation allow for pupil satisfaction which is not too easy nor too dif.icult?
4. Is adequate time available for learning what the general goals state that a student shall learn in that class?
5. Are the classes effectively related to each other--both inside the department and within the school as a whole?
6. Are the standards of desired attainment reasonable for the interest and talents of the pupils in a given class?
7. Is there room for self-appraisal by the student on an immediate basis?
8. Does the class have a relevance to the students future?

These goals can be evaluated subjectively with reference to the attitudes of the parents, pupils, and the teachers under the following system of evaluative devices.

1. Baseline data gained by an opinionaire before school begins-with the pupils. (form A-1)
2. Baseline data gained by an opinionaire as school opens-with the parents. (form B-1
3. Baseline data gained by an opinionaire before school opens-with the teachers. (form C-1)

These three surveys will supply statistical data representing the attitudes of these people toward English programs as they have known them in the past.

4. forum discussion of the Elective Program with the parents and teachers participating at the close of the second week of school. Teachers will record and discuss major problem areas brought out in these forums. (form D-1)

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This forum discussion will serve to aid in the establishment of positive attitudes toward the new program and aid the teachers in providing a program of information and/or change which will maintain both a healthy English Program and a healthy community attitude. This forum will have the side effect of involving the community in the program directly.

5. an attitude survey of the students will be taken at the conclusion of each semester to determine their changes of mind and of needs. (form A-2-3)
6. a second forum and report form by the parents and teachers will be held at the end of the first semester. (form D-2)
7. an attitude survey will be conducted with the parents at the end of the school year. (form B-2)

This data will be compiled and compared and progressive changes will be established on this basis.

COURSE OFFERINGS

FRESHMAN ENGLISH

A

Team Program

COURSE OF STUDY - English 411

I. COURSE NAME:

Freshman English, 411

II. LENGTH OF COURSE:

The course is a full-year course.

III. GENERAL OBJECTIVES:

Freshman English is a course designed specifically to prepare ninth-grade students for success in the Elective English Program. Taking students with varied elementary preparation, the course seeks to promote a standardized basis of fundamental language skills and understandings. The course is organized around the principle of communication. That is, the student is cast always in the role of sender or receiver of written, verbal, and visual messages. The goal is improved proficiency for each individual in the art of communication. The communicative skills stressed are selected specifically to provide a sound fundamental background for participation in the Elective English Program.

IV. CONTENT OUTLINE:

As a general course, Freshman English surveys in varying degrees of depth the major areas of the Elective English Program.

A. World of Work
    - Non-fiction
    - Biography
    - Letter writing

B. Rhetoric
    - Paragraph construction

C. Language
    - Speech
    - Grammar

Note: Having been identified through the Trigg Reading Test, and at their option, selected students may work in a special reading class, rather than in the regular freshman course.

Vocabulary, general
    Spelling

Vocabulary, literary

D. Literature

Short story

Novel

Drama

Poetry

V. SPECIFIC OBJECTIVES:

A. World of Work

The World of Work courses are a series of courses designed to meet the needs of the vocationally oriented student. The emphasis is on language arts skills of a marketable, utilitarian nature. During the freshman year, all students are introduced to this curriculum area through the reading of a variety of non-fiction, and through the writing of several types of letters.

Non-fiction

1. To acquaint the student with the wide variety of non-fiction available.
2. To learn the structure of an essay, article, and editorial and recognize the author's major points.
3. To know the difference between informative and argumentative writing.
4. To critically evaluate the opinions expressed in a piece of argumentative writing.

Biography

1. To see biography as a source of vicarious experience.
2. To write an evalutory autobiography.

Letter writing

1. To know the basic form of a personal letter.
2. To write a personal letter that is both informative and entertaining.

B. Rhetoric

During the freshman year, the basic unit of composition is the paragraph. Students study composition and write in conjunction with the reading of selected novels. The subject matter of the compositions is related to the literature read.

1. To understand the basic principles of an ordered, logical paragraph.
2. To use a topic sentence and an outline as guides to unity and coherence.
3. To write paragraphs of descriptive, informative, argumentative, humorous, and dramatic natures.
4. To appreciate the value of a straight-forward, consice writing style.
5. To develop proof-reading and editing skills.

C. Language

Language study in the freshman year centers on grammar, speech and vocabulary work. The vocabulary work is both general and literary.

Speech

1. To know the basic fundamentals of public speaking
2. To become confident speakers.

Grammar

1. To increase linguistic competence.
2. To understand the difference between a descriptive and prescriptive approach to grammar.
3. To recognize levels of appropriate usage.
4. Tp aply vrrious transformations in the creation of English sentences.
5. To recognize a complete English sentence.

Vocabulary, general

1. To develop the habit of looking up unknown words encountered in reading selections.
2. To increase the student's general vocabulary.
3. To develop skill in the use of a dictionary.
4. To develop an awareness of appropriate spelling.

Vocabulary, literary

1. To know and understand the definitions of the literary vocabulary. (The literary vocabulary is a group of terms and concep[illegible] be used as a common language for the analysis of literature[illegible]
2. To use the literary vocabulary in written and verbal discus[illegible] of a piece of literature.
3. To use the literary vocabulary as a tool for critical evaluation.

D. Literature

Freshman literature consists of selected works from four major genres--the short story, the novel, drama, and poetry. All freshman literature is studied in conjunction with a literary vocabulary of technical terms and concepts. There is also a strong emphasis placed on the search for universal relevance in a piece of imaginative literature. Through the use of paperback material, variety is provided to meet the varied reading interests and abilities of individual students. A library of paperback books is maintained for use by freshmen.

Short story -- The short story is the vehicle for the introduction of the literary vocabulary. Because of its brevity, the short story permits the introduction of, and concentration on, a few terms with each story.

1. To recognize the potential entertainment value of the short story.
2. To know the elements of the short story.
3. To indentify the author's use of the devices described by the literary vocabulary.
4. To see how the concepts associated with the literary vocabulary lead to greater understanding of a story.

Novel -- Essentially, the reading of selected novels continues and intensifies the approach to literature begun with the short story.

1. To enjoy the reading of novels.
2. To help the students find novels suited to their individual interests and reading abilities.
3. To expand the student's reading horizons.
4. To use the literary vocabulary for an in-depth analysis of plot, characterization, theme and other aspects of a novel's form and content.

Drama -- Drama in the freshman year consists of the reading of William Shakespeare's Romeo and Juliet. Related biographical, historical, and theatrical material is also studied.

1. To enjoy the reading of dramatic literature.
2. To read and understand the vocabulary and syntax of Shakespeare's English.
3. To learn the rudiments of dramatic staging and production.

Poetry

1. To appreciate the poet's combination of sound and sense to delight and inform the reader.
2. To recognize and understand the use of figurative language.
3. To read and discuss poetry in terms of poetic devices and meaning.
4. To learn the fundamentals of poetic composition.

VI. METHODS AND MATERIALS: (Underlining of titles assumed)

A. World of Work

Non-fiction:

Text Non-fiction by the following authors:

Truman Capote

John Dos Passos

Richard Wright

James Baldwin

Gerald Durrell

E. B. White

Max Beerbohm

Frank Sullivan

Charles S. Brooks

James Thurber

Editorials from newspapers:

The Oregonian

The Capital-Journal

The Oregon Journal

The Statesman

Methods:

Large group lecture

Small group discussion

Writing assignments

Panel presentations by students

Seminar discussions by students

Letters

Text

Language in Your Life 1

Methods

Lecture material by teachers

Student composition

B. Language

Grammar

Texts

Language/Rhetoric II, Albert Kitzhaber, general editor

Language II, A Self-Instructional Introduction for Students

Methods

Large group lecture

Small group seminars

Diagnostic progress testing

Sentence composition

Partnership editing

Vocabulary, general

Text*

Dictionary (paperback)

*There is no vocabulary text as such; rather, words from the students' literature are selected for study.

Methods

Individual and group dictionary work

Supplementary information by teacher

Small group discussion

Vocabulary, literary

Text

The Literary Vocabulary -- a mimeograph text prepared by the Freshman English Team.

Methods

Large group lecture

Small group discussion

Writing assignments

C. Rhetoric

Text

Language/Rhetoric II, Albert Kitzhaber, general editor

Methods

Large group lecture

Small group discussion

Student writing

Partnership editing

Partnership proof-reading

D. Literature

Short Story

Text

Introduction to the Short Story, Crosby E. Redman, editor

Selected stories will also be presented in mimeographed form.

Methods

Large group lecture

Small group discussion

Writing assignments

Oral readings

Films

Audio-visual aids

O. Henry's Full-House -- film

Supplementary Material

The Literary Vocabulary -- prepared by English Team

Several collections of short stories in paperback are available for use by the students.

Novel

Texts

Of Mice and Men

All Quiet on the Western Front

The Call of the Wild

To Kill a Mockingbird

The Pearl

Shane

The Light in the Forest

The Red Poney

Tom Sawyer

Methods

Large group lecture

Small group discussion

Mock trial of a fictional character by students (Shane)

Panel presentation on prejudice by students (Light in the Forest)

Dramatic readings by teachers and students (Tom Sawyer)

Research reports by students (To Kill a Mockingbird)

Writing assignments

Films

Audio-visual aids

All Quiet on the Western Front -- film

The Real West -- film

Heroes and Villians -- film

Video tapes

Supplementary Material

The Literary Vocabulary -- prepared by English Team

An extensive collection of novels in paperback is maintained for use by the students.

Drama

Text

Romeo and Juliet

Methods

Large group lecture

Small group discussion

Dramatic presentations of scenes by students

Dramatic readings by teachers

Recordings

Film

Field trip*

Audio-visual aids

Romeo and Juliet -- film and recording

The Age of Elizabeth -- film

Supplementary Material

The Literary Vocabulary

*Subject to availability, a field trip is planned to see a film production of Romeo and Juliet.

Poetry

Texts Poetry by the following poets:

Ogden Nash

E. E. Cummings

Marrianne Moore

Robert Frost

Carl Sandburg
Lewis Carroll
Phyllis McGinley
A. E. Housman
Louis Untermeyer
T. S. Eliot
Deborah Austin
Vern Rutsala
D. H. Lawrence
Don Marquis
Humbert Wolfe
Rolfe Humphries
John Updike
Walker Gibson
David Wagoner
H. W. Longfellow
Edgar Allan Poe
John Davidson
Elizabeth Coatsworth
Elinor Wylie
Percy Bysshe Shelley
Dorothy Parker
John Dryden
Alexander Pope
Wilfred Owen
Oliver Goldsmith

Methods

Large group lecture
Small group discussion
Poetry writing by students
Oral readings by students
Film

Audio-visual aids

What Is a Poem? -- film

Supplementary Material

The Literary Vocabulary, Figurative Language -- prepared by English Team

VIII. EVALUATION

A. Effectiveness of Instruction

The effectiveness of instruction (student evaluation) is measured by objective and subjective testing devices, by composition work, and by participation in class activities. The testing instruments used are designed to test for concepts and ideas. The Freshman Team designs and uses a consistent grading system based on percentage. A uniform system is also used in assigning a percentage grade to composition work. Through a regular participation in class activities, principally discussions, the student is able to demonstrate such subjective qualities as interest and motivation. A comprehensive final is used to assess student readiness for participation in the Elective English Program. Data obtained is compared to pre-course information from diagnostic work.

B. Value of the Course

1. By Students: In writing, the students evaluate the course at the end of the year. They are asked to comment on such factors as interest, materials, practicality, and intellectual stimulation. The students also suggest ways of improving the course.

2. By Teachers: At the end of the course, each team member evaluates the course in writing in relation to the objectives set forth in the course of study. The evaluation is based on the students' comments and the teacher's own observations.

ADVANCED PLACEMENT

COURSE OF STUDY - JUNIOR ADVANCED PLACEMENT, 412

I. NAME OF COURSE:

JUNIOR ADVANCED PLACEMENT

II. LENGTH OF COURSE:

one semester

III. GENERAL OBJECTIVES:

A. To teach the mature intelligent student how to read works of literature.

B. To teach the mature intelligent student how to express himself about his reading.

C. To prepare the student for the type of discipline and study required for Senior Advanced Placement.

D. To provide a testing ground to determine that those students who have been involved in various elective English courses are actually mature enough and intelligent enough to succeed in a Senior Advanced Placement environment.

F. To emphasize the various genrê of Literature and their appearance in the literary movements of America.

G. To recognize the subtle changes in the various genrê as well as the social, political, economic, philosophical and religious ideas that brought about these changes.

H. To analyze a specific work within itself.

I. To establish the skill of writing expository essays in a logical, united, coherent manner which reflects depth in critical thinking, understanding and analysis.

IV. OUTLINE OF COURSE

A. Unit one constructing an essay - one week.

This unit uses the students personal qriting skills to begin a continuing program in Rhetoric. The student learns to organize an essay using the traditional Thesis, development, conclusion pattern. Logical and articulate expression of understandings, both general meanings and specific details leading to those meanings is the goal th which each student aspires. The skillful use of transition and sensitivity to the nuances of language are discussed and practiced.

1. Materials
    a. Writing
        1) Exposition
        2) Re-write of essays
    b. Books
    c. Evaluation
        1) Three essays
        2) Analysis of student essays
        3) Test on transition words
    d. Special devices
        1) Criticism by teachers other than A.P. teacher.

B. Unit two - The Novel - four weeks

The purpose of this unit is to give the students some understanding of the structure and form of the Novel. Time is spent discussing the characterization as well as the metaphysical ideology in an American Novel. Themes and symbolism are followed through the novels. These centers of study within the novels lead the students to analytical criticism in an organized written assighment. Some limited comparative essays are written in an effort to have the students connect written styles of known authors. Hopefully this will aid in understanding, gained through self-analysis of the students own individual writing style as well as understanding of literary style. Devices such as allegory and allusion are brought into this stylistic study. Finally specific study is done in the literary period from which the novels are taken to understand its characteristics.

1) Materials
    - a. Huck Finn
    - b. Billy Budd
    - c. "Introduction to Herman Melville"

2) Evaluation
    - a) Comparative essay based on two novels.
    - b) Essay based on character development.

C. Unit three - The Drama - 8 weeks

The unit on drama introduces both comedy and tragedy as well as the theory that makes them function, according to Northrop Frye. The role of the major character, and its development, in a tragedy is explored. This leads to the study of the role and development of minor characters in comedy. The means a playwright uses to develop these characters is also explored. The students discuss the social and philosophical concepts inherent in these plots and characters. Both prose and poetry are discussed, emphasizing their importance to the play. The history and importance of drama are stressed.

1) Materials
    - a) Macbeth
    - b) Glass Menagerie
    - c) She Stoops to Conquer
    - d) Essays on Criticism - Frye

2) Evaluation
    - a) essay on tragedy
    - b) essay on major character
    - c) essay on comedy
    - d) essay on minor characters

3) Special Devices
    - a) films on Macbeth

D. Unit four - Poetry - 2 weeks

This unit has as its purpose a far broader purpose and a less measurable objective than the other units of the Junior Advanced Placement course. The reading, appreciation, limited analysis, and assimilation of a massive number of poems is the goal. No real scholarship is attempted with these poems but the diversity and quality of the poems will give the students the necessary background with which to work next year.

1) Materials
    a) list of poets
2) Evaluation
    a) essay analysis of importane of central purpose of a Major poem.
3) Books
    a) Introduction to Poetry

E. Unit five - Expository Essay - 1 week

Students will read a small group of essays. The form, style, and organizational pattern of expository essays are studied in an attempt to improve the essy writing of the students by use of precept. The examples are analyzed and compared with the students own work.

1) Materials
    a) Addison
    b) Steale
    c) Adler
    d) Woolfe
2) Evaluation
    a) expository essay

F. Unit six - Satire - 2 weeks

The purpose of this unit is to introduce the students to the classic and ultimate use of irony. This literary form needs some explanatory background so, the history necessary to understanding the contents is studied concurrently with the satire. Both modern and classic satire are studied.

1) **Materials**
    - a) "A Modest Proposal"
    - b) "Advice to Young Men"
    - c) "Our Man Hoppe"
    - d) "Mad"

2) Evaluation
    - a) write a satire based on school
    - b) essay analysis of use of irony

3) Book
    - a) Oregon Statesman
    - b) "Mad"
    - c) American Literature

OBJECTIVES

If an advanced placement course in English can be summarized in a single statement of purpose, that purpose is to teach the intelligent mature student how to read works of literature and to express himself about them. The A.P. Course is primarily concerned with the understanding of any piece of literature rather than with the works of any one period. Since the works themselves are of greater importance than biographical or historical information, such information will only be introduced when it clearly contributes to the understanding of a given text. The A.P. Course focuses upon the work itself: its characters, action, themes, structure, its tone and mood, its use of literal and figurative language. The reading in the course includes various literary genre, the novel, the drama, expository literature, poetry, and the short story.

The A.P. student observes consistency and variety in theme, language, tone,. structure, and symbolism within the writers cannon of works. His intensive study of a small but representative sampling from the various periods prepares him for a wider independent reading. In class discussion and in analytical writing he is responsible for accurate reading and interpretation of literature, for arriving at opinions about what he has read, and for being prepared to present and defend those opinions. Furthermore, by analyzing patterns of structure, rhetorical devices, techniques of characterization, the use of parallels and contrast and above all connotative values of words, phrases, and figures of speech, the student should develop an understanding of the precision with which a literary work not only expresses ideas but suggests specific attitudes and evokes particular emotional responses. His growth in understanding is demonstrated by his ability to work with what he has read and discussed and to integrate his various intellectual and aesthetic experiences.

SCOPE AND SEQUENCE

I. Unit I-Drama-I5 weeks

The purpose of this unit is to give the student a comprehensive study of the nature of drama from the Greeks to the modern playwrights. Other skills to be developed are: to interpret and analyze drama as a genre, to integrate theory and criticism into the study of tragedy, to demonstrate written and oral ability in comparing and contrasting related plays.

A. Materials

- I. Tragedy
  - a. Oedipus Rex-Sophocles
  - b. Antigone-Sophocles
  - c. Othello-Shakespeare
  - d. Hamlet-Shakespeare
  - e. King Lear-Shakespeare
  - f. Ghosts-Ibsen
  - g. The Wild Duck-Ibsen
  - h. The Hairy Ape-O'Niel
  - i. The Death of A Salesman-Miller
- 2. Comedy
  - a. The Clouds-Aristophones
  - b. The Second Shepherds Play-Unknown
  - c. Twelfth Night-Shakespeare

    - d. The Taming of the Shrew-Shakespeare
    - e. Volpone-Johnson
    - f. She Stoops To Conquer-Goldsmith
    - g. On The Harmfullness of Tobacco-Chekhov
    - h. Pygmillion-Schaw
  - 3. History
    - a. HenryV-Shakespeare
    - b. Henry IV Part II-Shakespeare
    - c. Henry VI Part I-Shakespeare
    - d. St. Joan-Shaw
  - 4. Absurd
    - a. The Sandbox-Albee
    - b. The Bald Soprano-Ionesco
    - c. The Clocks-Cody
- B. Theory
  - I. Poetics-Aristotle
  - 2. The Substance of Shakespearian Tragedy-A.C. Bradley
  - 3. The Tragic Fallacy-J.W. Krutch
  - 4. Tragedy and The Common Man-A. Miller
  - 5. Four Essays on Comedy and Tragedy-N. Frye
- C. Books
  - I. Tragedy: Plays, Theory, and Criticism-Levin
  - 2. Mimeographed Copies
    - a. Antigone
    - b. The Wild Duck
    - c. On The Harmfullness of Tobacco

        - d. The Second Shepherds Play
        - e. The Clocks
        - f. Four Essays on Comedy and Tragedy
    - 3. Paperback Texts
        - a. Death of A Salesman
        - b. Hamlet
        - c. Twelfth Night
        - d. Taming of the Shrew
        - e. The Clouds
        - f. Volpone
        - g. Henry V
        - h. Henry VI Part I
        - i. Henry IV Part I
        - j. St. Joan
        - k. The Sandbox
        - l. The Bald Soprano
        - m. The Greeks
    - 4. England in Literature
    - 5. Adventures in English Literature
- D. Special Devices
    - I. Films
        - a. Oedipus Rex-(Four Marion County Films)
        - b. Death of a Salesman-(Starring Fredrick March)
    - 2. Field Trips
        - a. to plays presented in ares
        - b. to films that are apropos in local theaters

3. Special Guest Lectures-When available from colleges and Community

4. Related readings in comedy, history, tragedy, and the theater of the absurd on each major dramatic movement

    a. Greek

    b. Elizabethan

    c. Premodern

    d. Modern

E. Evaluation

I. essay exams

2. papers evaluating different themes of individual plays as well as comparisons and contrasts of plays.

II. Unit II World Poetry-nine weeks

In this unit the student will learn to develop an appreciation for and an understanding of poetry. He will also be required to interpret and analyze poetry as a genre. In addition, he will be required to thoroughly explicate all kinds of poetry and learn to judge good and bad poetry.

A. Materials

I. Lyric

Wyatt
Surrey
Sidney
Shakespeare
Donne
Herrick
Herbert

Keats
Tennyson
Browning
Arnold
Dickinson
Hardy
Hopkins

Milton
Marvel
Blake
Burns
Wordsworth
Byron
Yeats
Frost
Auden
Viereck
Robert Lowell

2. Narrative

Milton
Pope
Cooper
Wordsworth
Keath
Browning
Chaucer
Tennyson
Hardy
Robinson
Frost
Jeffers
Coleridge

3. Ballad
    a. Old English
    b. Modern
4. Sonnet
    a. Italian
    b. Shakespearian
5. Modern

Poets from the modern period will be those who have written within the last three years.

6. Haiku

B. Books

    I. Introduction to Poetry-Anthology
    2. Sound and Sense-Perrine
    3. Mimeographed materials

C. Special Devices

    I. Intensive study of one poet of the students choice from the list. An analysis of his work will be done by the student which will include at least five separate poems to be used.
    2. Students will be asked to write some original poems demonstrating their knowledge of a particular poetic form, ie, sonnet, free verse, blank verse, lyric.

D. Evaluation

    I. Oral demonstration of ability, of understanding poetry
    2. Written explications of selected poems, both in class and out of class.
    3. Unit project on analysis of selected poet
    4. Student written Poetry

III. Unit III-Prose: Short story, novel, essay (12 weeks approximately)

This unit provides an extensive study in the structure of prose. The student will be taught to recognize and analyze prose as a literary genre. He will also be expected to understand and appreciate themes in short stories, novels, and essays and to demonstrate a knowledge of attitudes and an emotional response to types.

A. Short Stories

   Wolf

   Sansom

   Pritchett

   Joyce

   Malamud

   Chekjov

   Porter

   Lawrence

   Kafka

   Babel

   O'Connor

   Nabokov

B. Book

   1. The Expanded Moment-Robert

C. Evaluation

   1. Written interpretation of stories

   2. Oral demonstration of understanding

D. Novels

   1. Moby Dick-Herman Melville

   2. Heart of Darkness-Joseph Conrad

   3. Portrait of an Artist as a Young Man-James Joyce

E. Books-Paperback Copies

F. Evaluation

1. Comparative essays

2. Characterization essays

3. Oral demonstration of understanding

G. Essay

Addison

Steele

Franklin

Johnson

Goldsmith

Boswell

Lamb

Hazlitt

Carlyle

Macaulay

Mill

Arnold

Huxley

Mencken

White

Orwell

H. Book

1. Great English and American Essays-Douglass S. Mead

I. Evaluation

I. Oral demonstration of understanding

2. Writing of expository essay

J. Allegory-Satire

I. Gulliver' Travels-Swift

2. A Modest Proposal-Swift

3. Pilgrim's Progress-Bunyon

4. Selected Nursery Rhymes

K. Books

I. Paperback books

2. Mimeographed materials

L. Evaluation

  I. Student written satire

  2. Student written allegory

  3. Oral demonstration of understanding

IV. Continuing Program in Rhetoric

Through a continuing program in composition, the A.P. student learns to be logical and articulate in expressing his understandings, both of general meanings and of specific details that convey those meanings. Through his reading and study of essays he develops sensitivity to nuances in the use of language: to connotation, metaphor, irony, paradox, to patterns and shifts in syntax, in tone, and in point of view. Class discussions and writing assignments require him to demonstrate both his sensitivity to the language and structure of a piece of writing and his own power and precision in organizing and expressing ideas. As a speaker and writer, he is aware of his own voice and of the intellect and sensibility of his audience, and he tries to be honest, exact, and concise in both activities. He demonstrates in his writing his skill in handling the basic tenets of composition.

A. Materials

  1. Writing

    a. Description

    - b. Definition
    - c. Expository
    - d. Argument-Persuasion
    - e. Personal opinion
    - f. allegory
    - g. satire
    - h. comparison

2. Books
    - a. Reading and Rhetoric-Robert Kaplan

3. Evaluation
    - a. one theme per week on one of the pieces of literature being read
    - b. analysis of student essays
    - c. analysis of known author essays

4. Special Devices
    - a. Criticism of student essay by critics other than the teacher.

THE WORLD OF WORK

Occupational Information and Opportunities

Business English

Practical English

FEAST English

Course Title - Occupational Information and Opportunities--I

Length of Course - One Semester

General Objectives -

1. To help the student understand the importance of language arts in his/her personality.
2. To help the student realize the part Language Arts play in his/her exploration of occupational alternatives.
3. To help the student develop the writing skills he will need in the World of Work.
4. To help the student develop the speaking skills he will need in the World of Work.

Content Outline

1.	Your Personality and Your Job	2 1/2 weeks
2.	Discovering Your Real Interests	1 week
3.	Discovering Your Abilities	1 week
4.	Letters of Application, resumés and forms	2 weeks
5.	The Interview Pass or Fail	3 weeks
6.	How to get along on the Job	2 1/2 weeks
7.	Rochester Reading Series	3 1/2 weeks
8.	Speakers	1 1/2 weeks

Specific Objectives of the Units

1. Your Personality and Your Job

   (a) To make the student aware of the necessity of his self concept for a good job performance.

4. Letters of Application, Forms, and Resumés

   (a) To help the student to understand the fundamentals of completing Application forms.

   (b) To help the student develop the writing skills needed to write letters of Application and Resumés.

5. The Interview Pass or Fail

   (a) To help the student understand the fundamentals of a successful interview.

   (b) To help the student develop the verbal skills necessary to do well in an interview.

   (c) To develop, in the student, the poise and self confidence he will need in an interview situation.

6. How to get along on the Job

   (a) To help the student develop the necessary communication skills he will need in the World of Work.

   (b) To help the student to understand the Workingman's ethics.

7. Rochester Reading Series

   (a) To use the stories in this series to promote discussion and analysis of occupational problems.

8. Guest Speakers

   (a) To give the student information about occupations.

   (b) To help the student realize the importance of reading, writing, and verbal expression in job performance.

Teaching Methods

1. Whole Group Insturction

2. Guest Speakers
3. Reading followed by discussion
4. Writing
    a. Letters of Application
    b. Resumes
    c. Application forms
    d. expository writing
5. Verbal Expression
    (a) Practical Interviews
    (b) Large and small group discussion

Instructional Materials

1. Science Research Associates Materials
    (a) Occupational Exploration Kit 5-2100
    (b) Rochester Reading Series
    (c) Guidance Pamphlets

5-156	Choosing Your Career
5-153	You and Your Abilities
5-1178	Your Personality and Your Job
5-1180	School Subjects and Jobs

    (d) Public Affairs Pamphlet No. 258
        Whats ahead for civil service
    (e) Films - if available
    (f) Pass out materials
2. Holt, Rinehart and Winston, inc.
    (a) How to get Along on the Job

Evaluation of the Course

Instruction Effectivness will be measured by:

1. daily work
2. classroom comments
3. Tests

The Value of the course will be determined by:

1. Classroom Comments
2. A student Questionaire

COURSE OF STUDY - OCCUPATIONAL INFORMATION AND OPPORTUNITIES II

COURSE TITLE:

Occupational Information and Opportunities II

LENGTH OF COURSE:

One Semester

GENERAL OBJECTIVES:

1. To help the student realize the part language arts play in his exploration of occupational alternatives.
2. To help the student develop his reading skills by reading occupational information.
3. To help the student develop the writing skills he will need in the World of Work.
4. To help the student develop the speaking and listening skills he will need in the World of Work.

CONTENT OUTLINE:

This course will be based on the career wise educational program developed by Random House. There will be two divisions in this course.

1. There will be an orientation unit which will include a systematic survey of occupations to help the students find career readings that are of interest to them.

II. Each student will select a certain number of occupations (according to his ability and interests) and read about them; interview people in that line of work; make oral reports to his fellow students; and compile a portfolio on each occupation he investigated.

SPECIFIC OBJECTIVES OF EACH DIVISION:

A.
1. To introduce the student to a variety of occupational readings selected according to his individual qualifications.
2. To give the student increased responsibilities of selecting and exploring occupations which interest him.

B.

1. To help each student improve his skills in verbal expression by presenting oral reports on his occupational readings and by interviewing workers.

2. To help each student improve his writing skills by keeping a portfolio on eadh individual occupation he investigates.

3. To help each student improve his reading skills by reading occupational materials. Reading skills involved will include:

    a. locating answers

    b. recalling factual data

    c. making inferences

    d. reference skills

    e. skimming and scanning

    f. summarizing

    g. grouping and categorizing

    h. evaluating data

    i. differentiating opion and fact

    j. building vocabulary

TEACHING METHODS:

1. Whole group instruction

2. Class discussion

3. guest Lecturers - when possible

4. Guided individual research

5. Students will give oral presentations

6. Students will compile occupational portfolios

INSTRUCTIONAL MATERIALS:

Films - when possible

resource people - when possible

Library texts

Career Wise by Random House

Chalk and blackboard

Individual field trips

EVALUATION OF THE COURSE:

Instruction effectiveness will be measured by:

a. occupation portfolios

b. classroom comments

c. oral presentations

d. daily work

e. tests

THE VALUE OF THE COURSE will be determined by:

a. Classroom Comments

b. a student questionnaire

OCCUPATIONAL INFORMATION AND OPPORTUNITIES II

Addenda to English 422

In addition to the previous course outline, each student will have the opportunity to observe a local business for a period of time from one to ten days. The length of time he observes is to be agreed upon by the teacher, the student, and the employer.

There will be no monetary compensation for student occupational observation. This explorational experience will be strictly school lab work.

Each student will return to whole class meetings to discuss, write and report orally about his experience. The written data will be included in his portfolio, (which are mentioned in the min. course outline).

This will make it possible for each student to work individually and to take responsibility while still being in a supervised class situation.

Each student will be expected to develop a greater awareness of the world of work and a realization of the language arts skills needed to succeed in business.

TECHNICAL REPORT WRITING - 1 SEMESTER

422

General Objectives of the Course

1. To help each student develop his ability to understand and follow written instructions.
2. To help each student develop his ability to understand and follow oral and written directions.
3. To help each student develop his ability in using requisitions and order forms.
4. To help each student develop his ability in writing concise and to the point procedures for operating various kinds of equipment and machinery.

Content Outline of The Course

The Demand for Technical Reports

Topic and Sentence Outlines

How to Order from a Catalog and by phone

The Style of a Good Report

Description of Items

Directions from "Here to There"

Description of Processes

Unit Objectives

1. The Demand For Reports
   - A. To help the student realize that there is a growing demand for technical reports.
   - B. To help the student realize why there is a growing demand for technical reporting.
   - C. To help the student realize that the man who can write good reports stands out from all the rest.

B. To help each student to develop his skills in directing another student to a specific location by writing in a clear and easy to understand manner.

C. To help each student to learn how to understand and follow directions.

7. Completing a Task

A. To help each student develop his skills in writing clear and concise descriptions of how to perform a task.

B. To help each student his skills in being able to orally describe the method by which a certain task can be performed.

C. To help each student to learn how to understand and follow the steps necessary to complete a certain task.

8. Letter of Inquiry

A. To help each student learn how to write a letter of inquiry.

B. To help each student to learn how to answer a letter of inquiry.

C. To help each student learn how to construct a memorandum.

9. Collecting Data

A. To help each student better understand how to analyze the problem.

B. To help each student become aware of the potential sources of information: reading, direct observation and experimentation, sampling, interview, and questionnaire.

C. To help each student learn how to record data.

10. Summaries

A. To help each student understand the importance of the summary in Technical Report Writing.

B. To help each student learn how to construct an informative summary.

11. Specimen Reports
    - A. To help each student understand the uses of various types of technical reports.
    - B. To expose each student to various types of technical reports.

12. Vocabulary and Spelling
    - A. To help each student improve his vocational vocabulary.
    - B. To help each student increase his speeling skills.

Teaching Methods

1. Whole class instruction by lecture-discussion method.
2. Guest speakers when possible.
3. Students will write technical reports dealing with a wide variety of vocations.
4. Students with teacher will evaluate technical reports.

Instructional Materials

1. Mimeographed materials
2. Speakers when possible
3. Regular classroom materials

Evaluation of the Course

Instruction effectiveness will be measured by:

A. daily work
B. classroom comments
C. tests

Value of the Course will be determined by:

A. classroom comments
B. a student questionaire

SECRETARIAL ENGLISH

Introduction:

This class will be a required semester class for all those students participating in the secretarial and clerical programs. It will give the students a better understanding of good grammar, punctuation, and spelling and how they relate to the business field.

Behavioral Objectives:

Upon completion of Business English I, all students will understand the principles of good grammar, punctuation, and spelling and will be able to use these principles in their business correspondence as measured by completion of individualized packets and teacher-made tests.

Methods:

1. We recommend that the students be put on an individualized program. Individualizing would enable students to move quickly through principles they have already learned and spend extra time on principles in which they are not as well prepared.

2. Any audio-visual material to be used will be left to the discretion of the teacher.

3. We recommend the use of those textbooks listed under Text. However, if the teacher wishes to write up her own individualized packets, this would certainly be acceptable.

Contents:

1. Students will have an understanding of good English grammar. They will know what the following are and be able to identify them

    a. Nouns (subjects, objects, indirect objects)
    b. Verbs
    c. Adjectives
    d. Adverbs
    e. Infinitives
    f. Gerunds
    g. Prepositional phrases
    h. A sentence
    i. Dependent clauses

2. Students will review common spelling errors that occur in business.

3. Students will know some of the basic rules for making plurals out of singular words.

4. Students will learn how to apply basic punctuation rules in business correspondence. They will cover commas, semicolons, colons, periods, dashes, question marks, and exclamation marks.

Text:

1. For the spelling unit, we recommend the use of the book, CORRECT SPELLING, Second Edition by Charles G. Reigner, published by H. M. Rowe Company. This book is set up so the students may go through and work at their own pace. Therefore, students who have more trouble with spelling than with punctuation will be allowed to spend extra time on this section.

2. For review of English grammar, we recommend the use of ENGLISH USAGE DRILLS + EXERCISES by Brendel and Leffingwell, published by McGraw-Hill Book Company, Gregg Division. This programmed text gives a complete review of basic grammar.

3. For review of comma rules, we recommend 300 COMMAS by Leonard J. West published by McGraw-Hill Book Company, Gregg Division. This is a programmed text which covers all the different commas used in business correspondence. Students purchase.

4. For review of the semicolon, dash, colon, period, and question mark, we recommend that the teacher prepare her own individualized packets so as to cut down on the expense for the students.

BUSINESS COMMUNICATIONS - 1 SEMESTER, 425

General Objectives

A. To help the student develop his skills in:

1. written business communication
2. oral communication as it applies to the business world
3. interpreting written business communication
4. understanding the importance of fundamental and effective communication in the business world.

B. To help the student achieve competence in:

1. job interviewing
2. taking phone calls
3. learning techniques of the receptionist
4. writing letters of application
5. filing and alphabetizing

Content Outline

1.	Understanding Language	½ week
2.	Improving the use of punctuation, capitalization, and numbers.	2 weeks
3.	Developing competence in writing effective sentences.	1 week
4.	Developing competence in writing effective paragraphs.	1 week
5.	Applications.	1 week
6.	Developing competence in writing the complete message.	½ week

4. Developing competence in writing effective paragraphs
    (a) To help the student understand the structure and development of the paragraph.
    (b) To help the student write an organized, unified, coherent papagraph.
    (c) To help the student write a paragraph with power.
5. Applications
    (a) To help the student learn to prepare a successful application.
    (b) To help the student learn to prepare a data sheet, letter, and interview.
6. Developing competence in writing the complete message
    (a) To help the student develop skills in planning the complete message.
    (b) To help the student write forceful first the last sentence.
7. Message Power through the Famous C- Qualities
    (a) To help the student understand the "you" attitude in writing business letters.
    (b) To help the students learn the skills of courtesy, completeness, clearness, correctness, conciseness and concretenness in writing business communications.
8. Message power through effective styling
    (a) To help the student make and excellent first impression.
    (b) To help the student gain effective styling.
    (c) To help the student become acquainted with the introductory parts of a message.
    (d) To help the student learn to develop the body and the concluding parts of a message.
    (e) To help the student learn how to address the message for mailing.
9. Effective Messages
    (a) To help the student learn to make inquiries and replies
    (b) To help the students learn to write orders, remittances and acknowledgements.

10. Sales Messages

(a) To help the student learn to plan the sales messages.

(b) To help the student learn to attract favorable attention to the mai Product Feature .

(c) To help the student learn to arouse the reader's interest and desire for the product.

(d) To help the student learn to get favorable action.

(e) To help the student learn to use powerful appeals.

11. Adjustments

(a) To help the student learn effective adjustments

(1) The positive tone

(2) Four chief types

a. when the company is at fault

b. when a third party is at fault

c. when the fault is divided between the company and the customer

d. when the customer is at fault

12. Credits and Collections

(a) To help the student learn that credit is a privilege.

(b) To help the student learn how to grant credit, and how to refuse credit tactfully.

(c) To help the student learn to write collection messages.

13. Filing and Alphabetizing

(a) To help the student learn the basic rules of indexing.

(b) To help the student learn coding, cross-referencing and filing.

(c) To help the student learn subject, geographic and numeric filing.

14. Telephone and Telegraph

(a) To help the student learn to use the telephone.

(b) To help the student learn to take telephone calls and make telephon calls.

(c) To help the student learn to make long distance and direct distance dialing calls.

(d) To help the student learn to use the lelegraph.

- (1) full-rate telegram
- (2) day letter
- (3) night letter

(e) To help students learn to send telegrams

15. Techniques of the receptionist

- (a) To help the students learn to meet people.
- (b) To help the student learn to make appointments.
- (c) To help the student learn to receive a caller.
- (d) To help the student learn to cancel appointments.
- (e) To help the student learn to arrange meetings.

Teaching Methods

- A. Whole group instruction
- B. Guest speakers
- C. Student presentations
- D. Films- when available
- E. Lab work- written work
- F. Student reading followed by discussion

Instructional Materials

- A. Resource people
- B. Movies- when available
- C. Text- Effective English for Business by Aurner and Burtness

Evaluation of the Course

- A. Instruction effectiveness will be measured by:
  - 1. Daily work
  - 2. Classroom participation
  - 3. Tests
- B. The value of the course will be determined by:
  - 1. Classroom comments
  - 2. A student questionaire

PRACTICAL ENGLISH - 1 SEMESTER

General Objectives

A. To help the student achieve competence in:

1. Job interview
2. Sales techniques
3. Basic speeches
4. Writing letters
5. Filling out forms

B. To help the student increase his skills in:

1. Reading
2. Writing
3. Speaking
4. Listening

Content Outline

1.	Why English	1 week
2.	Using the dictionary	1 week
3.	Understanding sentences	2 weeks
4.	Avoiding Common Mistakes	1 1/2 weeks
5.	Building paragraphs	1 week
6.	Selected Articles and Trade Journals	2 weeks
7.	Basic Speeches	1 week
8.	Communication by Letter	4 weeks
9.	Practical English	3 1/2 weeks

Unit Objectives

1. Why English

(a) To help the student see the correlation between language arts skills and school work.

(b) To help the student see how language arts skills can help him enjoy his leisure time more.

(c) To help make the student aware of the correlation between English skills and job successes and advancement.

(d) To help make the student aware of the correlation between English skills and good citizenship.

2. Using the Dictionary

(a) To help the student understand that words are tools.

(b) To help the student understand how to use the dictionary.

(c) To help the student increase his dictionary skills through practical experience.

3. Understanding Sentences

(a) To help the student construct a complete sentence.

(b) To help the student understand the fundamentals of sentence structure.

4. Avoiding Common Mistakes

(a) To help the student be able to deal with common usage problems arising from understanding sentences.

5. Building Paragraphs

(a) To help the student understand the theory of developing a good paragraph.

(b) To give the student practical experience in the construction of a good paragraph.

6. Selected Articles and Trade Journals

(a) To acquaint the student with various trade publications.

(b) To help the student improve his reading skills and promote discussion.

7. Basic Speeches

(a) To help the student become competent in giving the types of speeches necessary to everyday living.

(a) To help the student improve his writing skills.

(b) To acquaint the student with the different types of letters.

(c) To give the student practical experience in writing the types of letters necessary to everyday life.

9. Practical English Magazine

(a) To help the student improve his skills of reading, writing, and verbal expressions.

(b) To promote class room discussion.

Teaching Methods

A. Whole Group Instruction

B. Guest Speakers

C. Students will give individual speeches

D. Student Reading followed by discussion

E. Movies - when available

F. Letter Notebook

G. Written practice of sentence and paragraph construction.

Instructional Materials

A. Resource people

B. Movies - when available

C. Practical English Magazine

D. Vocational English Book I by Jochen and Shapiro

E. English Writing Patterns (singer) grade 11

Evaluation of the Course

Instruction effectiveness will be measured by:

A. Daily Work

B. Classroom Comments

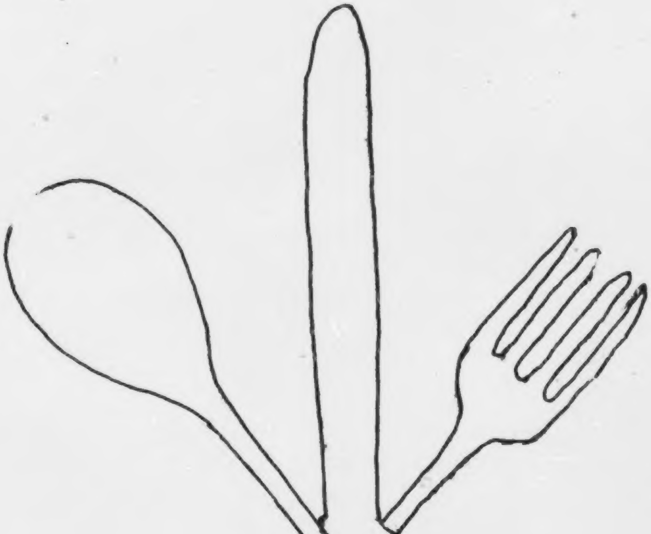
C. Tests

Value of the course will be determined by:

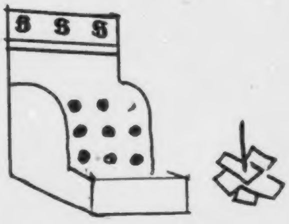
A. Classroom Comments

B. A student questionaire

Food
Education
And
Service
Training



"Put Love
In The Soup"
1# carrots
2# broth



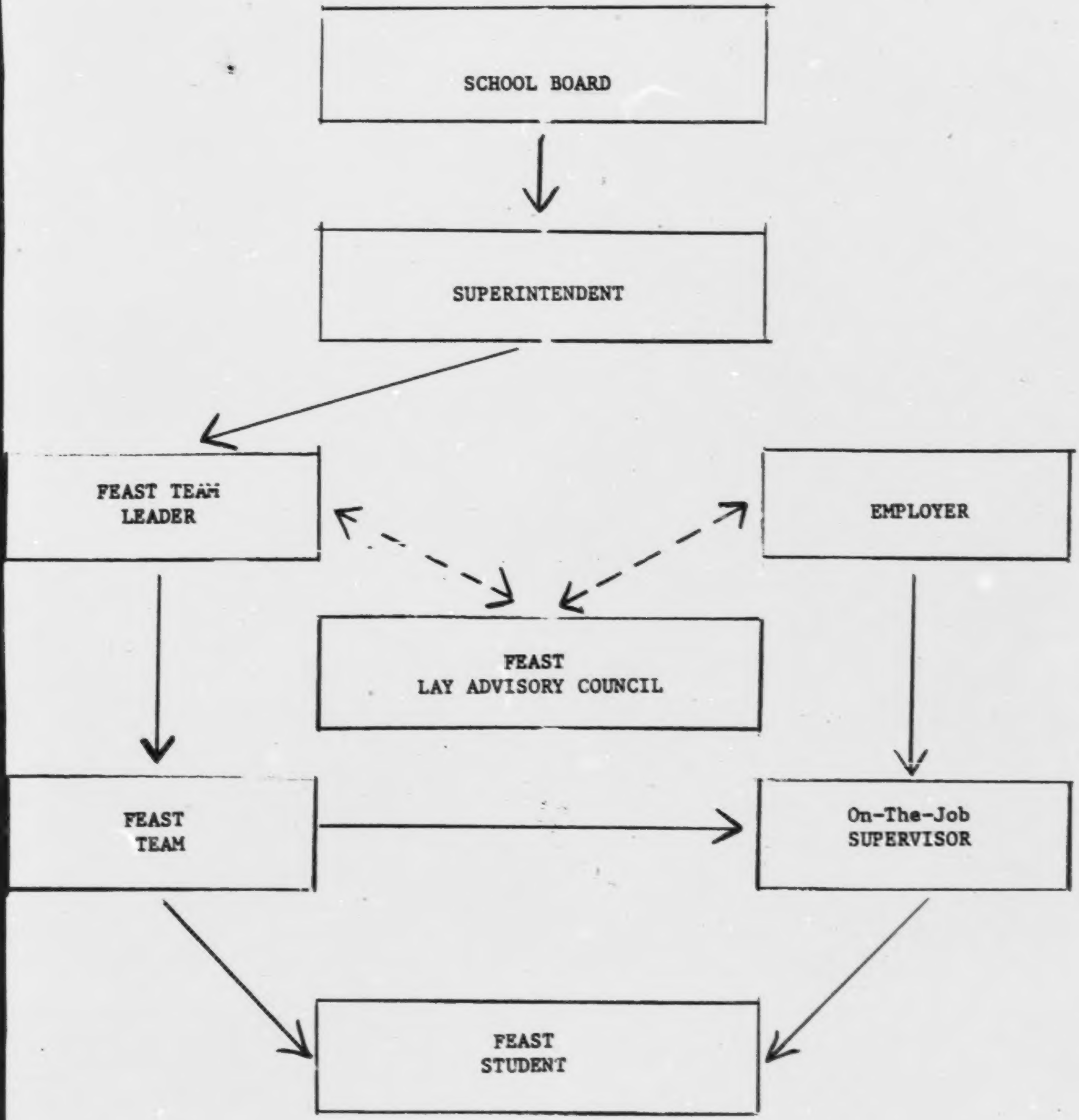
CURRICULUM GUIDE
AND COURSE OF STUDY
SILVERTON UNION HIGH SCHOOL

FOOD EDUCATION
AND
SERVICE TRAINING

SILVERTON PUBLIC SCHOOLS
SILVERTON, OREGON
1971

John C. Thompson Jr. Superintendent-Principal
Silverton Union High School

SUHS
FEAST
ORGANIZATION CHART


SCHOOL BOARD
SUPERINTENDENT
FEAST TEAM LEADER
EMPLOYER
FEAST LAY ADVISORY COUNCIL
FEAST TEAM
On-The-Job SUPERVISOR
FEAST STUDENT

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INTRODUCTION

Silverton Union High School has used the occupational cluster concept since the early 1960's. The slow steady growth of clusters reaches a total of six with the addition of the Food Services program. An inter-disciplinary approach was suggested by the Food Services team coordinator and the Silverton FEAST program was born.

The SUHS Board appointed a lay committee to work with the FEAST team, and this group directed the philosophy and development of the actual program. The philosophy under which this program operates states that each individual can develop his native powers to the fullest ability. This means that all individuals are maintained in the program and that it is not a selective elimination process. Finally, this infers that a dynamic program will begin with the wide range of abilities the students possess and develop them even further. This results in training for the food service industry which will allow the student to go out on the job immediately or to seek further formal education.

The FEAST program is designed to provide students with these skills. The inter-disciplinary work between food service, mathematics and English means that a relevant curriculum using four hours of a student's classroom day will develop the skills needed to enter the industry. The FEAST program includes a closely knit guidance system which allows a counselor to help each student with the personal problems which are the greatest cause of on the job failure.

A high degree of flexibility among the staff members will allow the student to get personal, mathematics and English help while in the laboratory or on the job as well as in the classroom. The FEAST team consists of the school food service manager, two home economics instructors (one of which coordinates the FEAST program), a counselor, a mathematics instructor and an English teacher. The team trained together and wrote the various courses of study in this curriculum guide together. The following people were responsible for developing the curriculum guide and its continuous change based on the evaluation this same group of people make.

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Mr. Vern Wiard, Director University Food Services, Oregon State University
Mr. Ed Lieb, Bakery Manager, Oregon State University
Mrs. Mary Jane Grieve, Director Oregon Project FEAST

Lay Advisory Committee:
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Mr. Paul DeShaw, Owner-Manager Evergreen Chalet
Jody Crofoot, Student, Silverton Union High School
Mr. Richard Pfeifer, Owner-Manager Silver Creek Cafe
Mr. Clarence Simmons, School Board Member

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FEAST

Food Education and Services Training is an inter-disciplinary approach to school curriculum designed to give the individual student the personal guidance, mathematics skills and English skills which, when combined with the foods training will provide the entry-level skills for employment in the food service industry.

Classes will include: exploration of job opportunities in the food services industry, the study of sanitation and safety practices and codes, the types of table services and food service procedures, the selection and use of utensils and equipment, and the fundamentals of food preparation.

Experiences will include quantitative food preparation and service in the laboratory, the school lunch program, the snack bar, banquet and luncheon service, special order foods and on-the-job placements in the local food service industry.

The student will spend two classroom hours each day in the foods laboratories, one hour in the mathematics class and one hour in the English class to improve their understanding and performance in the food service industry as well as their specific academic skills in the subject matter areas. The student will also receive aid and guidance in inter-personal relationships, grooming and cleanliness so that employment is more readily maintained and so that the individual can relate well with others.

SECTION ONE

GENERAL OBJECTIVE:

The students will be oriented to the FEAST program at Silverton Union High School.

SUBOBJECTIVES:

1. The students will exibit acceptable personal dress and cleanliness during their classes and any additional service projects as evaluated by their instructors.

2. The students will be able to identify and use correct methods of sanitation in preparing, serving, and storing foods commercially as measured by their instructors.

3. The students will be able to identify and practice safety procedures in ditchen and service production areas as evaluated by their instructors.

4. The students will be able to identify and practice public health standards related to the food service industry as evaluated by their instructors.

5. The students will be able to identify and practice expectations of employment procedures as evaluated by their instructor.

HOME ECONOMICS-FOOD SERVICE

The students will wear clothing acceptable for food service employees as visually evaluated by the FEAST team.

The students will meet sanitation requirements as outlined by the Oregon State Health Department.

The students will exhibit high standards of sanitation throughout the food preparation area as established by the food service instructor.

The students will exhibit high standards of safety procedures in the food laboratory, dining area and storeroom as established by a check list consturcted by all members of the FEAST team.

ENGLISH

All students will identify the proper attire for the food service industry as measured by a score of 100% on a teacher made test.

All students will demonstrate the proper procedures for the personal cleanliness required by the food services industry as identified on a teacher made checklist.

All students will identify and restate the sanitation laws of the state of Oregon affecting the food service industry as measured by a minimum score of 75% on a teacher made test.

All students ill construct a set of saftey rules for the laboratory which will identify all the saftey problems on the teacher made checklist.

All students will identify causes of accidents and injuries as well as the procedures for treating those which are commonly found in the food service industry as measured by a minimum score o 80% on a team made test.

All students will read the provisions of the P.F.D.H. and demonstrate recognition of at least 50% of them on a teacher made test.

MATH

All students will correctly identify the costs of uniforms, cosmetics, and care of clothing as evaluated by a teacher made test with 100% accuracy.

All students will construct bacteria cultures of their person to ascertain cleanliness needed in food service training as measured by the shed rate cultured in Petri dishes.

All students will construct bacteria cultures of food service equipment and facilities to determine sanitation as measured by bacteria count in Petri dishes as observed by the students.

All students will answer with 100% accuracy the accident probabilities among food service employees as measured by a teacher made test.

All students shall sign a contract to enter the FEAST program which will include a daily attendance report to be kept current by each student.

All students will be able to contrast benefits of sanitation and safety practices with concequences of neglect on the number of persons using public food service facilities as measured by a teacher made test.

COUNSELOR

The counselor will register each student in the FEAST program and assist in the adding or dropping of classes as the students schedule demands.

Each student will become acquainted with the counselor during the first unit through a personal interview as recorded on the student's counseling record.

The counselor will assemble occupational information to be available through the counseling office. Both students and staff will be notified as to the availability of these materials.

The students will be counseled concerning cleanliness and personality traits when the individuals situation indicates the need.

The student will assume responsibility for calling in absence to the councelor who will report to the FEAST team members for reasigning of the daily schedule.

RESOURCES

Mr. J. Webster science instructor for petri dish demonstration.

Mrs. D. Durgan, school nurse, for first aid procedures and health cards.

House of Uniforms, Salem, (loan for various types of uniforms).

Filmstrips-
- Safety in the Kitchen
- The Angry Flame
- Best Food in Town
- Dishing Up Safety
- Hash Slinging to Food Handling

SECTION TWO

GENERAL OBJECTIVE:

The students will be able to correctly identify and demonstrate skills and proceedures in beverage making, in restaurant service and management as evaluated by their instructors.

SUBOBJECTIVES:

1. The students will be able to correctly identify and demonstrate skills, proceedures, and cost evaluation in beverage making as evaluated by their instructors.

2. The students will be able to correctly serve food for commercial purpose as evaluated by their instructors.

3. The students will be able to correctly store, receive, and disperse of stockroom inventory, and to keep a cost analysis of said proceedures as evaluated by their instructor.

HOME ECONOMICS-FOOD SERVICE

The student shall be able to list kinds and types of various beverages commonly prepared in commercial cookery as measured by a score of 90% on a teacher made test.

The student shall be able to list the characteristics of quality beverages regarding temperature, taste, and service as evaluated by a score of 90% on a teacher made test and checklist.

The student shall demonstrate the ability to prepare quality beverages as evaluated by a taste appeal poll.

The student shall be able to list termanology common to beverage preparation and lervice as measured by a score of 85% on a teacher made test.

ENGLISH

All students will identify and be capab of correctly placing the component parts of various kinds of covers as measured b checklists.

All students will learn the vocabulary o dining service including utensils and service phrases as measured by a minimum score of 80% on a teacher made test.

All students will identify, perform, and explain the courtesies of dining service including physical actions and verbal phrases used in serving and clearing the tables at various kinds of meal service, as measured by performance checklist, tests, and student polls of guest attitudes toward the service.

The students will perform and state the duties of a host, hostess, and waiter, waitress as measured by checklists of actions and tests.

The students will identify and perform the needed sanitary and grooming precautions demanded in dining service as measured by teacher made tests and performance rating scales with 100% accurac of performance.

MATH

All students shall correctly identify all forms and documents necessary for correct accounting for materials received and disbursed from the storeroom as measured by teacher observation and inventories.

All students shall correctly convert all gross quantities received in the storeroom into per unit costs and label each item with the unit cost as measured by teacher audit of receiving documents and costs that appear on the items.

All students shall correctly identify produce and meats that are not acceptable and return them to the vendor as measured by teacher audits.

All students shall, with 100% accuracy, order foods essential for the preparation of banquets and meals as measured by a perpetual inventory, periodic inventory, and teacher audits prior to meal preparation.

All students shall correctly identify the principles of food purchasing to include: fresh vegetables; fresh fruits; frozen fruits and vegetables; milk; butter; eggs; cheese; and staples as evaluated by teacher made tests requiring 90% accuracy.

All students shall recognize the quality in food products to be purchased as evaluated by the acceptance of the products by the consumer.

All students shall identify and use principles of receiving; storage (facilities, methods, temperature control, and humidity control); issuing; and record keeping as evaluated by teacher observation, teacher made tests requiring 100% accuracy and consumer acceptance.

All students shall differentiate between perpetual and periodic inventories and be able to properly apply the principles of each method in the FEAST storeroom as evaluated by audits of the inventory in the storeroom.

COUNSELOR

Interpersonal relationships between students and team members will be facilitated by the counselor.

Students will be assisted in arranging schedules and transportation so that students will be available for catering and serving.

Field trips will be arranged so that the students will visit and observe more than one restaurant.

Concepts involving beverage preparation will be coordinated with the snack bar in the cafeteria lunch program and coffee prepared for the faculty daily.

RESOURCES

Resource person from local restaurant on importance of quality beverages in a successful food service operation.

Filmstrips

Tea Times
Coffee Please
Time For Tea
The Diary of Lady Luck

Books

Encyclopedia of Wine
Grossman's Guide to Wines, Spirits, and Beers
Wine Merchandizing
The Essentials of Good Table Service
Banquet Waitress Training Manual
Food Service Industry Training Program and Facilities
Training the Food Service Worker - Instructor's Guide
Be Our Guest
Career Training in Hotel and Restaurant Operation at City College of San Francisco
Camp Feeding With Paper Service
Math Workbook Food Service/Lodging
How to Use the Uniform System of Accounts for Hotels and Restaurants
How to Operate a Restaurant

SECTION THREE

GENERAL OBJECTIVE:

The students will be able to correctly identify the principles and demonstrate the skills used in preparing food; such as accuracy in recipe use, use of proper techniques and accuracy in measurement and weighing and correct use of equipment as evaluated by their instructors.

SUBOBJECTIVES:

1. The students will be able to correctly identify the principles and demonstrate the skills used in baking and selling yeast and quick breads for commercial use as evaluated by their instructors.

2. The students will be able to identify, store, make and calculate cost factors necessary in the production of sandwiches as evaluated by their instructors.

3. The students will be able to correctly identify, purchase, and store fruits and vegetables and explain the principles and demonstrate the skills in preparing uncooked fruits and vegetables used in salads,gelatins, garnishes, beverages, and relishes used in the food service industry as evaluated by their instructors.

4. The students will be able to correctly identify, purchase and store sauces, gravies, dressings and soups and explain principles and demonstrate skill in making them as evaluated by their instructors.

5. The students will be able to identify and use baked desserts and ingredients used in making them and will explain principles and skills needed as evaluated by their instructors.

6. The students will be able to correctly identify, purchase, store and use fruits and vegetables in cooked dishes and explain principles and demonstrate skills in preperation needed for the food service industry, as evaluated by their instructors.

7. The students will be able to identify, store, and purchase pastas and rice and explain principles and demonstrate skills needed to use them in quanity food preparation as evaluated by their instructors

8. The students will be able to identify and purchase,and store different kinds of cheeses and grades of eggs and explain principles and demonstrate skills used in preparing them for the food service industry as evaluated by their instructors.

9. The students will be able to identify, purchase,store and use whole sale and retail cuts of meats and meat products and explain principles and demonstrate skill in preparation of each for mass production as evaluated by their instructors.

10. The students will be able to identify, purchase, and use poultry and poultry products and explain principles, store products, and demonstrate skills needed in the preparation of each for the food service industry as evaluated by their instructors.

11. The students will be able to identify, purchase,store and use fish and chowders and explain principles and demonstrate the skills needed in their preparation for the food service industry as evaluated by their instructors.

12. The students will be able to identify, purchase, store, and use frozen desserts and explain principles and demonstrate the skills needed in the preparation of them for the food service industry as evaluated by their instructors.

PRACTICAL EXPERIENCE WITH FOOD

Breads and their Uses:	Assistance in the lunch program.
	banquets
	luncheons
quick breads	special order
yeast breads	breakfast snacks
	special order
sandwiches	sack lunches for athletic events and field trips
	teacher lunches
Uncooked fruits and Vegetables	Assistance in lunch program
	banquets
	luncheons
Baked desserts	Assistance in lunch program
	special order
cakes	special occasion
pies	snack bar
Cooked fruits and Vegetables	Assistance in lunch program
	banquets
	luncheons
Cereals	Assistance in lunch program
	banquets
	luncheons
Eggs and Cheese	Assistance in lunch program
	banquets
	luncheons
Meats, gravies, and soups	Assistance in lunch program
	banquets
	luncheons
Poultry, gravies and soups	Assistance in lunch program
	banquets
	luncheons
Fish and chowder	Assistance in lunch program
	banquets
	luncheons
Frozen desserts	Assistance in lunch program
	banquets
	luncheons

HOME ECONOMICS-FOOD SERVICE

The student will perform basic food preparation techniques in weighing and measuring baking ingredients using a variety of instruments to demonstrate efficiency in workmanship, price control, and product standard control as evaluated by a rating scale requiring 100% accuracy.

The students will be able to use correct equipment for baking requiring 100% accuracy as determined by visual inspection.

The student will be able to demonstrate skill in preparing baked yeast and quick breads as measured by a minimum scale of 8 out of 10 product uniformity.

The student will be able to describe the functions of ingredients in baked bread as demonstrated by product flavor, texture, appearance, and weight as compared against standard score sheet on which the student must score 7 out of 10 on a rating scale.

The student will be able to recognize quality quick breads as measured against a visual standard on which the student will score 90%.

The student will store yeast and quick breads correctly as evaluated by 100% performance of correct storage.

The student will be able to produce quality yeast breads and rolls measuring 80% on a standard score card.

The students will prepare sandwiches in an efficient manner utilizing quality techniques in filling preparation, packaging of sandwiches, and storage of sandwiches as measured by a score of 90% on a teacher-made checklist.

ENGLISH

All students will identify the tools and terminology of weight and measurement with 100% accuracy on a visual test.

All students will identify the equipment used for baking with 100% accuracy on a teacher made test.

All students will identify types of quick breads with 100% accuracy on a visual test.

All students will identify the functions of ingredients in baked breads as measured by a minimum performance of 75% on a teacher made test.

All students will plan a menu on the basis of the group to be served, the visual appeal, preparation, and service as measured by teacher made test and checklists of menus developed by the team.

All students will identify quality of breads on a visual standard using a standardized test with a minimum of 80% accuracy.

All students will identify the principles of preparation of yeast breads as evaluated by both tests and laboratory experiences on a checklist.

All students will identify the different types of quick and yeast breads and rolls commonly used in the food service industry as measured by a teacher made test with 100% accuracy.

All students will identify types of sandwiches and eye appeal for sales purposes as measured by teacher made tests and sales results.

MATH

All students will with 100% accuracy convert the established weights and measures to determine the equality of food service weights and measures as evaluated by teacher observation of student performance on bench and portion scales and mathematically determined on worksheets.

All students will differentiate between the costs of food portions to determine the economy necessary to obtain and maintain a profitable food service establishment as measured by teacher observation and teacher made tests requiring 100% accuracy.

All students shall with 100% accuracy correctly identify the portion control necessary to economically serve food in food service establishments as measured by teacher observation of student performance on scales and quantities in recipes requiring 100% accuracy.

All students shall be able to answer with 0% accuracy the minimum and maximum time limits necessary in the preparation of baked goods as measured by teacher observation of student performance in a laboratory situation and teacher made tests.

All students shall be able to name and match the concepts of selling baked goods in an economic situation as measured by a teacher made test requiring 90% accuracy.

All students shall demonstrate the ability to sell baked goods to the high school students as evaluated by teacher observation of students techniques.

All students shall convert standard recipes with 100% accuracy to yield the amounts desired for quantity baking as measured by teacher made tests.

All students shall learn exact per unit cost of baked items served in food service establishments as measured by sales achieved in student run operations.

All students shall obtain a basic idea of stockroom control as measured by teacher evaluation of student performance in stockroom activities and 100% accuracy on teacher made tests.

COUNSELOR

The students will contact the counselor for assistance in establishing a market for baked goods within the school.

The student baking project will be observed and supervised to insure successful operation within the school plant.

MATH (CONT.)

All students shall identify the cost of preparation of sandwiches to include time, materials, and waste as evaluated by teacher made tests requiring 100% accuracy and teacher audits of service in multi-purpose room.

RESOURCES

Books

All Sorts of Sandwiches
The Story of Packaging
How to Master the Tools of Your Trade-The French Knife

The Professional Chef
Sandwich Favorites
Bakers Manual for Quantity Baking
The Sunset Cook Book of Breads
Baking in the School Lunch Program
Elementary Baking-Text and Student Workbook

Filmstrips

Sandwiches Please
Biscuit Bakin & Muffin Mixen
Breads You Bake With Yeast

Films

Bread and Dinner Rolls
Skill Counts at the Sandwich Counter

Menu Masterpieces
Meal Planning and Service
Resturant Menu Planning

HOME ECONOMICS-FOOD SERVICE

The student will demonstrate techniques in the preparation of raw fruits and vegetables as measured by visual recognition.

The student will correctly use anti-oxidants to preserve color and nutritional content of fresh fruits and vegetables as measured by visual recognition.

The student shall demonstrate skill in seasoning vegetables and fruits with spices, herbs and sauces as evaluated by tasting.

The student will demonstrate the ability to prepare salads including uncooked fruits and vegetables and gelatin as measured on a teacher-made test.

The students will demonstrate correct storage for salads and salad dressings as measured by a score of 95% on a teacher-made test.

The students will demonstrate effective salad and garnish arrangement as measured by a visual appeal poll.

The students will demonstrate the skill in making salad dressings and their use with various types of salads as measured by a score of 80% on a teacher-made test.

ENGLISH

The student will identify available market forms of fruits and vegetables as evaluated by 100% accuracy of visual recognition.

The student will learn the vocabulary of uncooked fruits, vegetables and gelatins including names, spices, , preservatives, tools for preparation, prepared forms, and trade names and sizes as measured by 75% accuracy on visual and written tests prepared by both the team and the industry.

The student will demonstrate the relationship of form and color to pleasant service as measured by conformity to preplanned and pictured menus.

The student will be able to list the 3 basic types of salad dressings and their complimentary salads with 75% accuracy.

MATH

All students shall differentiate between the costs of fruits and vegetables as related to unit cost of seasonal products and market fluctuation to be measured by student evaluation by teacher observation and teacher made tests requiring 5% accuracy.

All students shall differentiate between the cost of frozen, fresh, canned, powdered juiced and pureed fruits as related to economy of served portion to be measured by 85% accuracy on teacher made tests.

All students shall correctly identify the amount of editable portion as related to as purchased amount as measured by student performance in cleaning and paring fruits and vegetables and standardized yields expected from such products.

All students shall observe correct stockroom techniques for receiving and distributing fresh fruits and vegetables in the food service area of Silverton Union High School as measured by student reports on observation and pepetual inventory.

All students shall answer questions related to the packaging and marketing of fresh fruits and vegetables for eye appeal, per pound or ounce cost, and profit margin as measured by teacher made tests requiring 90% accuracy.

All students shall differentiate between the storing of fresh fruits and vegetables as compared with spoilage and marketability to be measured by teacher made tests requiring 100% accuracy.

All students shall identify the costs of salad items to include dressings, vegetables, fruits, and other ingredients as evaluated by teacher made tests requiring 100% accuracy.

All students shall compute liquid measures utilized in making salads as evaluated by teacher observation and teacher made tests requiring 100% accuracy.

COUNSELOR

Concepts involving the preparation of uncooked fruits and vegetables will be coordinated with the menus in the school lunch program to involve the students in quantity food preparation.

Field trips will be arranged involving a fresh produce market and a food processing plant.

RESOURCES

Books

American Culinary Art
Sunset Salad Book
Buying, Handling and Using Fresh Fruits
Desserts in Color

Filmstrips

All about Garnishes
Song of the Salad
The Secret of Sauces with Mayonnaise

Films

Of Garnishes and Kings

HOME ECONOMICS-FOOD SERVICE

The student will demonstrate skill in the preparation of quality cooked desserts common to the food service industry with a score or 90% as evaluated by standardized score sheets, success in selling, and visual recognition.

The student will demonstrate skill in preparation of frosting, sauces, and fillings used in or on desserts scoring 90% as measured by standardized score sheets and taste appeal poll.

The student will demonstrate simple decorating, garnishing and presentation of desserts as measured by a visual appeal poll.

ENGLISH

All students will recognize quality of cooked desserts common to the food service industries as measured by a visual test with 90% accuracy.

All students will learn the vocabulary of various desserts and their uses as well as preparation tools and storage as measured by an accuracy of 75% on a teacher made test.

MATH

All students shall correctly identify the cost of a portion of dessert as related to the total per plate cost measured by 100% accuracy on actual work experience and teacher made testing devices.

All students shall convert standard dessert recipes with 100% accuracy to obtain quantities essential for various sized groups of people as measured by teacher made tests.

All students shall with 100% accuracy make change and compute prices of desserts to be sold to the student body as measured by a cash register audit made after each day's business.

All students shall compute net profit from operations on dessert sales as measured by actual costs subtracted from gross sales.

COUNSELOR

Orders received for student-prepared desserts will be received in the counseling office.

Assistance given in coordinating efforts for preparation and delivery of the goods.

Information will be available through the counseling office regarding types of desserts available to order through the FEAST program.

Students will be counseled on an individual basis to facilitate personal success in their participation in the FEAST catering program.

Resource persons on cake decorating will be invited to demonstrate commercial cake decorating as well as basic techniques to be utilized in the food service catering program.

RESOURCES

Resource person from local bakery on cake decorating

Transparencies

Cake Selection

Filmstrips

Cakes, Beautiful Cakes
Easy as Pie
Beautiful Cakes

Books

Artistic Cake Decorating From A to Z
Food Additives
Pies
Delectable Desserts
Modern Cake Decorating
Small Bakery Costs
Measurements/Worksheets
Baker's Chocolate and Coconut Favorite

HOME ECONOMICS-FOOD SERVICE

The student will demonstrate a variety of cooking techniques applicable to commercial preparation as rated 80% against a standardized check sheet.

The student will demonstrate the preparation of sauces and seasonings commonly used with cooked fruits and vegetables rating 90% as measured against an evaluation standard.

The student will demonstrate the ability to arrange cooked fruits and vegetables in an attractive manner as evaluated by a visual appeal test.

The student will be able to store cooked fruits and vegetables to insure top quality products rated 90% on an evaluation standard.

ENGLISH

The student will identify the relationship of color to cooking procedure, eye appeal, nutritional value of fruits and vegetables as measured by a teacher made test with 80% accuracy.

The student will learn the vocabulary of cooked fruits and vegetables including names, spices, preservatives, tools for preparation, prepared forms and trade names and sizes as measured by 75% accuracy on visual and written tests prepared by both the team and the industry.

MATH

All students shall determine percent of loss obtained from fruits and vegetables as purchased and the editable portion as measured by actual cost, weight as purchased and weight of editable portion with 100% accuracy on all calculations.

All students shall compute per portion cost of fruits and vegetables used in all banquets and sales as measured by dividing total cost by the number of servings obtained with 100% accuracy on all computations.

COUNSELOR

Concepts involving the preparation of cooked fruits and vegetables will be coordinated with the menus in the school lunch program to involve the students in quantity food preparation.

The individual student will receive encouragement to feel successful in his or her participation with the school lunch menu.

RESOURCES

Books

Menu Variety with Canned Vegetables
Quantity Recipes for Restaurants, Fountain and Counter
Canned Foods Recipes for Serving Fifty
Quantity Recipes Using Canned Food
Menu Variety with Canned Vegetable

Filmstrip

Guide to Vegetables

HOME ECONOMICS-FOOD SERVICES	ENGLISH
The student will demonstrate the ability to cook different types of rice and pastas as measured by a score of 90% on a standard scale.	All students will identify the various cereal grains and their uses with 75% accuracy.
The student will demonstrate the ability to hold and transport rice and pastas as evaluated by a taste appeal poll.	The students will learn the vocabulary of rice and pastas well as their concomitant utensils as measured by a teacher made test with 75% accuracy.
The student will demonstrate the ability to utilize pastas and rice in different dishes and will demonstrate the ability to interchange the varieties of each to produce a quality product as measured by a taste appeal poll.	The students will state the principles of holding and transporting prepared cereal dishes with 80% accuracy.

MATH

All students shall differentiate between the different costs of cereals, commonly used in quantity cooking as evaluated by teacher-made tests requiring 90% accuracy.

All students shall be able to correctly compute item costs of pastas, rice, and cereals used in quantity cooking as evaluated by teacher-made tests and practical application in everyday work with all computations accurate.

All students shall differentiate between the edible portion volume and the as purchased portion of all cereals, pastas, and rice as evaluated by actual test result and teacher made tests requiring 90% accuracy.

COUNSELOR

Concepts involving the preparation of rice and pasta products will be coordinated with the menus in the school lunch program to involve the students in quantity food preperation.

The individual student will receive encouragement to feel successful in his/her participation with the school lunch program.

RESOURCES

Books

Great Dishes of the World
Sunset Casserole Book
The Flavor of Italy
The Talisman Italian Cook Book

Filmstrips

Pasta and Italian Sauce
Tricks and Treats with Macaroni Foods

Films

Macaroni Menu Magic

Pamphlets

Holding and Transportating Cooked Rice
Cycle Menus

HOME ECONOMICS-FOOD SERVICE

The students will demonstrate the varieties of ways eggs and cheese can be prepared both as a unit and in egg and cheese dishes as measured by a score of 90% on a teacher made test.

The student will be able to list features regarding both quality egg and cheese dishes scoring 80% on a teacher made test.

The student will demonstrate the ability to store cheese and egg dishes to insure high standards of sanitation and safety as measured by a core of 90% on a teacher made test.

The students will demonstrate the ability to prepare quality casseroles as rated by a taste and visual appeal poll.

ENGLISH

All students will be able to identify egg size, grade, and freshness by scales of rating used by the Oregon Poultry Association with 100% accuracy on tests.

All students will learn the vocabulary of eggs and cheese as used in the food service industry as well as the utensils used especially with these foods with an accuracy of 80% on a teacher made test.

All students will be able to state the principles of egg and cheese cooking as measured by industry tests and teacher made tests with 80% accuracy.

All students will be able to demonstrate recipe evaluation in terms of equipment needed, product quality and ease of service as measured by 75% accuracy on teacher made tests.

MATH

All students shall differentiate between the costs of various grades of eggs in relation to economy and protein content as evaluated by laboratory results and teacher made tests requiring 90% accuracy.

All students shall differentiate between the different cheeses in relation to item cost, portion cost, and total costs as evaluated by teacher made testing requiring 90% accuracy.

All students shall identify the USDA standards required for storage of eggs and cheese as evaluated by teacher audits of storage area and teacher made tests requiring 100% accuracy.

All students shall correctly cost the ingredients of casseroles as evaluated by audits of all items served by the students at banquets.

COUNSELOR

Concepts involving the preparation of egg and cheese cookery will be coordinated with the menus in the school lunch program to involve the students in quantity food preparation.

Arrange speakers or field trips to the local cheese and egg plants.

RESOURCES

Books

Great Dishes of the World
Quantity Cookery
Sunset Breakfast and Brunches
Todays Dairy Foods
Menus from the Institutional Industrial Division of Carnation
Guide to the Selection, Combination and Cooking of Foods Vol I & II
This is Your Egg

Filmstrips

Eggs, Cheese, Casseroles
Cheese

HOME ECONOMICS-FOOD SERVICE

The student will demonstrate the ability to select and prepare a given cut of meat according to produce a high quality product as measured by a score of 80% on a teacher made score sheet.

The students will demonstrate and list various methods of tenderizing meat and list as to positive and negative factors of each as measured on a score of 80% on a teacher made test and on a taste panel.

The students will be able to explain how the cooking of meat can change flavor, color, texture and destroy bacteria as measured by a score of 80% on a teacher made test.

The student will demonstrate meat garnishes, spices and flavorings as measured by a score of 95% on a teacher evaluation.

The student will demonstrate ability to prepare meats other than those in the fresh form as measured by a taste and visual appeal poll.

The student will demonstrate the ability to utilize left-over meat to insure cost control as measured by a score of 85% on a teacher made examination, by actual laboratory utilization, and as reported by the business math account.

The student will utilize meat extracts, meat au jus, meat trimmings in the preparation of broths, gravies, and soups as measured by a score of 90% on a teacher made checklist and by taste and visual appeal.

The student will demonstrate the ability to construct a variety of main dish salads measured by a score of 90% as evaluated by a teacher-made test and visual appeal.

ENGLISH

All students will be able to identify various whole and retail cuts of beef, veal, lamb and pork with 75% accuracy on industry check lists and teacher made tests.

All students will learn the vocabulary of meats, its utensils, grades and inspection terms, as well as soups and gravies with 75% accuracy on a teacher made test.

All students will be able to state the changes in meats caused by temperature and age with 75% accuracy on teacher made tests.

All students will be able to identify meat garnishes, spices and flavorings as measured by a checklist.

All students will be able to identify various forms of meat availability with 100% accuracy on a teacher made test.

All students will be able to identify means of disposing of over-production in a profitable manner as measured by a teacher made test with 75% accuracy.

All students will design main dish salad plates that have color, shape, texture and balanced diet as evaluated by a checklist and consumer poll.

MATH

All students shall differentiate between the grades of meat and the market costs both wholesale and retail as evaluated by teacher made tests requiring 90% accuracy and actual buying of meats evaluated by teacher audits.

All students shall identify the costs of meats, portion costs, and the differences between these costs as evaluated by teacher audit of purchse requitions and portion costs

All students shall identify the amount of loss in meats between as purchased quantity and edible portion amounts as evaluated by teacher observation of laboratory work and weighing of meats before and after preparation.

All students shall calculate the price to be charged a customer to insure obtaining a profit from operations to include meat costs, salaries, and overhead expenses as evaluated by teacher made tests requiring 100% accuracy and teacher audits of served items.

All students shall correctly identify costs of meat substitutes, sandwich meats, and quantity purchase of meat as evaluated by teacher made tests requiring 100% accuracy.

All students shall correctly cost soups and gravies as evaluated by teacher made tests requiring 90% accuracy.

All students shall identify the economy of using leftover meats for sandwiches as evaluated by laboratory results and teacher made tests requiring 100% accuracy

All students shall differentiate between costs of canned, frozen, and kitchen prepared soups as evaluated by teacher made tests requiring 90% accuracy.

All students shall make an item analysis of all menus served by the FEAST program as evaluated by teacher worksheets with computations requiring 100% accuracy and taste appeal polls.

MATH (cont.)

All students shall make a cost analysis of all items on each menu served by the FEAST program as evaluated by checksheets with computations requiring 100% accuracy.

COUNSELOR

Assist students in establishing banquet service, faculty luncheons and other food catering services incorporating principles of meat cookery.

Arrange for field trips to a meat auction and meat cutting plant to observe commercial meat handling.

RESOURCES

Books

Basic Meat Cookery
Meat Identification Kit
The Art of Carving
The Complete Soup Cookbook
The Meat Handbook
Sunset Barbeque Cookbook
The Sunset Ground Beef Cook Book
A Guide to Spices
Food Service Seasoning Guide

filmstrips

How to Buy Meat I, II, III
How to Cook Meat by Dry Heat
How to Cook Meat by Moist Heat

HOME ECONOMICS-FOOD SERVICE

The student will demonstrate the boning of poultry as measured on a teacher-made written and visual examination.

The student will demonstrate skill in proper defrosting of poultry as evaluated by an examination based on quality and by a score of 100% on a teacher-made test.

The student will demonstrate the ability to prepare poultry in a variety of ways as measured by a score of 90% on a teacher-made test, against standard lists and against a taste appeal poll.

The student will demonstrate the use of various grades and ages of poultry in appropriate dishes as evaluated by a taste appeal poll.

The student will demonstrate skill in utilizing different parts of poultry in the making of soups, casseroles, and main dish salads as measured by a score of 90% on a teacher-made test.

ENGLISH

All students will be able to determine quality poultry according to an industry checklist.

All students will learn the vocabulary of poultry, preparation, utensils and soups with 75% accuracy on a teacher made test.

All students will be able to state the grades of poultry according to USDA standards with 100% accuracy on their tests.

MATH	COUNSELOR	RESOURCES
All students shall differentiate between fresh and frozen poultry costs as evaluated by teacher-made tests requiring 90% accuracy. All students shall identify the per cent of waste between as purchased and editable portion amounts of poultry as evaluated by statistical data audited by the teacher. All students shall compute the retail price of a serving of poultry to insure a profit from operations as evaluated by a financial statement audit of each meal prepared and teacher-made tests requiring 100% accuracy in computations. All students shall compute temperature control of ovens and moisture loss comparison of poultry as evaluated by weighing poultry as purchased and editable portion. All students shall differentiate between portion costs of different sized poultry as evaluated by teacher-made tests requiring 100% accuracy on all computations.	Assist students establishing banquet service, faculty luncheons, and other catering services incorporating principles of poultry cookery.	Books Sunset Cook Book of Chicken and Turkey Sunset Cooks Books of Soups and Stews Make Mine Turkey Films The Wonderful World of Turkey

HOME ECONOMICS-FOOD SERVICE

The student will demonstrate the ability to prepare quality fish and shellfish as used in commercial food establishments as measured by a score of 90% in a teacher made test and by a taste appeal poll.

The students will demonstrate skill in the storage of fish before and after cooking to insure quality as measured by a score of 90% on a standard checklist.

The student will demonstrate skill in preparing fish soups and chowders as evaluated by a taste appeal poll.

ENGLISH

All students will identify the various kinds of fish and shellfish usable in the food service industry with 75% accuracy.

All students will learn the vocabulary of fish, sauces and soups as well as utensils for preparation as measured by 75% accuracy on teacher made tests.

All students will identify the quality of fish and shellfish with visual examination as measured by a checklist and comparison test.

MATH

All students shall correctly identify the best storage methods for fish as evaluated by teacher audits and teacher made tests requiring 100% accuracy.

All students shall differentiate between costs of fresh, frozen, and canned fish portion control, and profit margin as evaluated by teacher made tests requiring 100% accuracy on computations.

All students shall make an item cost analysis of all fish products used in any FEAST project with 100% accuracy as evaluated by teacher audits.

All students shall compute the difference between as purchased and edible portion amounts of fish as evaluated by teacher made tests requiring 100% accuracy and laboratory results.

COUNSELOR

Assist students in establishing banquet service, faculty luncheons and other catering services incorporating principles of fish cookery.

RESOURCES

Books

Shrimp Cookery
Sunset Seafood Cookbook
Lets Cook Fish
Complete Guide to Fish Cookery

Films

How to Filet Fish

HOME ECONOMICS-FOOD SERVICE

The students will demonstrate the ability to prepare and serve both commerical and self-prepared deserts as evaluated by a visual and taste appeal poll.

The student will demonstrate the ability to use frozen desserts in a salad, a fruit plate and a dessert as measured by a score of 85% on a teacher - made test.

The student will demonstrate the skill involved in serving exact portions of frozen desserts as evaluated by business math reports.

The student will demonstrate the ability to garnish frozen dessert as evaluated by a visual appeal poll.

ENGLISH

All students will identify the health s -dards for frozen desserts as demanded by th food services industry as measured by an industry checklist.

All students will identify the uses of fr z desserts and the means of making them app a to the eye for sales purposes as measured b teacher-made tests, consumer polls and sales records.

All students will learn the vocabulary of frozen desserts and the preparation and service utensils as measured by 75% accuracy on a teacher-made test.

MATH

All students shall identify the correct procedures for storage and issuing of frozen desserts as evaluated by teacher audits of refrigeration units and teacher made tests requiring 100% accuracy on computations.

All students shall differentiate between costs of frozen desserts made of the various ingredients to ascertain the most profitable desserts as evaluated by teacher made tests requiring 100% accuracy.

All students shall make a time study of preparation of frozen desserts as evaluated by teacher observation.

All students shall determine market price and retail selling price of frozen desserts as evaluated by teacher made tests requiring 100% accuracy.

COUNSELOR

Concepts involving the preparation of frozen desserts will be coordinated with the menus in the school lunch program as well as banquet and catering services to involve the students in quantity food preparation.

Coordinate preparation of malts, shakes and similar beverages through the snack bar in the school lunch program as a learning experience for FEAST students.

RESOURCES

Books

Facts about Ice
Cream in Quantity
Food Service
How to sell more
Ice Cream
How to prepare and
Serve Ice Cream
Favorites
National Association
Frozen Food
Packers
Five Steps to the
Sanitary Quality
of Frozen Foods
More than just Luck
Wonderland of Frozen
Foods
Frozen Food Pack
Statistics
Facts About Food
Freezing

Filmstrips

Desserts in Color
From the Ice Age to
the Frozen Food
Age

SECTION FOUR

GENERAL OBJECTIVES:

The students will be able to apply for a job in the food service industry recognizing the opportunities, legal aspects, personal qualifications and interpersonal relationships necessary to function properly in such a job as evaluated by their instructors.

SUBOBJECTIVES:

1. The student will be able to use speech and written skills in applying for a job, as evaluated by their instructors.

2. The students will be able to use research skills in determining job opportunities, equipment functions, cost and availability, as evaluated by their instructors.

3. The students will be able to identify and use business and legal aspects, interspersonal and personal qualities, needed to keep a job and make the most of their personal abilities as evaluated by their instructors and follow-up studies.

HOME ECONOMICS-FOOD SERVICE

The student will demonstrate skills in preparing 85% of all foods covered during the course of the food preparation unit as evaluated by performance in banquet preparation and service.

The students will prepare and serve lunches to the faculty as well as assist the kitchen in part or in whole in preparing foods for the cafeteria as evaluated by a student taste and visual appeal poll.

The student will demonstrate skill in preparation and packaging of special order baked goods upon order as evaluated by a volume study reported by the business-math team.

The student will demonstrate skill in preparing breakfast and lunch items requested by students and faculty as evaluated by volume produced and sold.

ENGLISH

All students will make a list of the possible areas of employment and their requirements in education, training, personal attire and interpersonal relationships as measured by a checklist.

All students will make job applications on paper and in person as measured by a checklist.

All students will be able to state the legal aspects of the food service industry in both preparation and employment as measured by 75% accuracy on a teacher-made test.

MATH

All students shall identify the purpose of payroll records and financial records as evaluated by teacher-made tests requiring 100% accuracy.

All students shall match the names and terms of local, state and federal taxes related to the food service industry as evaluated by a teacher-made test requiring 90% accuracy.

All students shall identify the local, state and federal regulations of food handling as evaluated by a teacher-made test requiring 85% accuracy.

All students shall write a paper related to the types of business ownership as evaluated by the teacher.

All students shall identify the legal aspects of employment and operation of food service establishments as evaluated by a teacher-made test requiring 85% accuracy.

COUNSELOR

Local food service operators will be informed as to the function of the FEAST program in training students and encouraged to assist with employment and training of these students whenever possible.

Follow-up studies of all students will be processed to determine the value of FEAST both occupationally and personally to strengthen and revise the existing program.

The student will be encouraged to utilize the services of the counselor to determine and improve his employability in food service occupations.

RESOURCES

Books

Blueprints for Restaurant Success
Business Etiquette Handbook
Expense and Payroll Dictionary
Food Service in Industry and Institutions
Food Service in Institutions
The Full House
Motel Planning and Business Management
Food Service Occupational Cluster Guide
Food Service Employee
Professional Restaurant Service
Home Economics Related Occupations
Employee and Employee Tips
Aim for a Job in Restaurant and Food Service
The Waiter and His Public
Exploring Your Future in Hotels and Restaurants
How to Operate a Restaurant
Personnel Management in Hotels and Restaurants

FEAST Resource List

VISUAL AIDS - FILMSTRIPS

ALL ABOUT GARNISHES
Ekco Housewares Co., Produced by Douglas Film Industries, Chicago, Illinois.

THE ANGRY FLAME
National Restaurant Association, 1530 North Lakeshore Drive, Chicago, Illinois.

BEAUTIFUL CAKES
General Mills, Incorporated, 9200 Wayzata Boulevard, Minneapolis, Minnesota.

BEST FOOD IN TOWN
California Health Department, 2151 Berkley Way, Berkley, California 94704

BISCUIT BAKIN' AND MUFFIN MIXIN'
Self-Rising Flour and Corn Meal Program, Inc., Room 1509, Jackson-Franklin Building, Chicago 6, Illinois.

BREADS YOU BAKE WITH YEAST
General Mills, Incorporated, 9200 Wayzata Boulevard, Minneapolis, Minnesota.

CAN OPENER EASY MEALS
Martha Logan, Swift and Company, Box 09021, Chicago, Illinois 60609.

CHEESE
Kraft Foods, National Dairy Products Corporation.

COFFEE PLEASE
Pan-American Coffee Bureau, Teachers Library, Inc. 1961.

CONSUMER IN THE MARKET PLACE And
DESSERTS IN COLOR, National Assoc. Of Frozen Packers, 919 18th St., N.W., Washington, D.C. 20006.

THE DIARY OF LADY LUCK
Douglas Chapman, Fol Plaza Suite 801, San Francisco, California.

EASY AS PIE
General Mills, Incorporated, 9200 Wayzata Boulevard, Minneapolis, Minnesota.

DISHING UP SAFELY
Carnation Company General Office, Carnation Building, Los Angeles, Calif. 90036.

FRIED FOODS FOR MENU MAGIC and
FROM THE ICE AGE TO THE FROZEN FOOD AGE, National Association of Frozen Packers, 919 18th St., N.W., Washington, D.C. 20006.

GUIDE TO CHEESE
Kraft Foods, National Dairy Products Corporation.

GUIDE TO MEAT
Kraft Foods, National Dairy Products Corporation.

GUIDE TO VEGETABLES
Learning for Living Library, National Dairy Products Corporation.

HASH SLINGING TO FOOD HANDLING
California Health Department, 2151 Berkley Way, Berkley, California 94704.

HOW TO BUY MEAT I, II, III
Swift and Company.

HOW TO COOK MEAT BY DRY HEAT and HOW TO COOK MEAT BY MOIST HEAT
Department Home Economics, National Livestock and Meat Board.

HOW TO MAKE CREAM SAUCE
National Dairy Council, Chicago, Illinois 60606

PASTA AND ITALIAN SAUCE
Lowry's Foods, Inc., Box 2572 Terminal Annex, Los Angeles, California 60602.

SANDWICHES PLEASE
Wheat Flour Institute, 309 West Jackson Blvd., Chicago, Illinois 60602.

THE SECRET OF SAUCES WITH MAYONNAISE
Best Foods, 386 Fourth Avenue, New York 16, New York.

SONG OF THE SALAD
Home Economics Department, J. J. Heinz Company, Pittsburgh, Pennsylvania..

TEA TIMES
Audio-Visual School Service, 386 Park Avenue South, New York 16, New York.

TIME FOR TEA
Tea Council of USA, Inc., Audio Visual School Service, 120 Fulton Avenue,
Garden City Park, New York 11040.

TRICKS AND TREATS WITH MACARONI FOODS
Durum Wheat Institute, 309 West Jackson Boulevard, Chicago, Illinois.

VISUAL AIDS - FILMS

BASIC MEAT COOKERY
Air Force Film Library, 8900 South Broadway, St. Louis, Missouri 63125.

BREAD AND DINNER ROLLS

Air Force Film Library, 8900 South Broadway, St. Louis, Missouri 63125.

HOW TO FILLET FISH
U. S. Department of Interior, Bureau of Commercial Fisheries, 1815 N. Fort Meyer Drive, Arlington, Virginia 22209.

OF GARNISHES AND KINGS
Pickle Packers International, Theodore R. Sills and Company, 395 LaSalle Street, Chicago.

MACARONI MENU MAGIC
Durum Wheat Institute, 309 West Jackson Blvd., Chicago, Illinois 60606.

SKILL COUNTS AT THE SANDWICH COUNTER
Wheat Flour Institute, 14 E. Jackson Blvd., Chicago, Illinois 60604.

WONDERFUL WORLD OF FROZEN FOODS
National Association of Frozen Packers, 919 18th St., N.W., Washington, D.C. 20006

MISCELLANEOUS RESOURCES

CAKE SELECTION
(Transparencies) Proctor and Gamble

CYCLE MENUS
Rice Council, P. O. Box 22802, Houston, Texas 77027.

MEAT IDENTIFICATION KIT
Interstate Printers and Publishers, Incorporated.

NEWS FROM THE INSTITUTIONAL INDUSTRIAL DIVISION OF CARNATION
Carnation Company, World Headquarters, 5045 Wilshire Boulevard, Los Angeles 90036.

TEXT AND REFERENCE MATERIALS

ALL SORTS OF SANDWICHES
Specialty Products Division, The Dow Chemical Company, First and Water Streets, Bay City, Michigan

BLUEPRINTS FOR RESTAURANT SUCCESS
George L. Wenzel, Sr. 1966, National Restaurant Association.

AMERICAN CULINARY ART
August Forster, National Restaurant Association, $6.95.

THE ART OF CARVING
Editors of House and Garden, 1959, $3.95.

ARTISTIC CAKE DECORATING FROM A TO Z
Joan J. Zenker, National Restaurant Association, $10.00.

BAKER'S CHOCOLATE AND COCONUT FAVORITES
General Foods Corporation, Box 1393, Konkakee, Illinois 60901.

BAKERS MANUAL FOR QUANTITY BAKING AND PASTRY MAKING
Joseph Amendaola, National Restaurant Association, $7.00.

BAKING IN THE SCHOOL LUNCH PROGRAM
State Department of Public Instruction, Salt Lake City, Utah 1962.

BANQUET WAITRESS TRAINING MANUAL
Memorial Union Dining Service, Oregon State University 1969.

BE OUR GUEST
American Hotel and Motel Association, 221 W. 57th St. New York.

BUSINESS ETIQUETTE HANDBOOK
National Restaurant Association, 1965, $6.95.

BUYING, HANDLING AND USING FRESH FRUITS
National Restaurant Association $1.00.

BUYING HANDLING AND USING FRESH VEGETABLES
National Restaurant Association $1.00

CAMP FEEDING WITH PAPER SERVICE
Paper Cup and Container Institute, Inc., 250 Park Avenue, New York 10017.

CANNED FOODS RECIPES FOR SERVING FIFTY
Home Economics Department, National Canners Association, Washington, D. C.

CAREER TRAINING IN HOTEL AND RESTAURANT OPERATION AT CITY COLLEGE OF SAN FRANCISCO
Hotel and Restaurant Department, City College of San Francisco, 50 Phelan Avenue, San Francisco, California $2.00.

THE COMPLETE SOUP COOKBOOK
National Restaurant Association, 1969, $6.95.

DELECTABLE DESSERTS
Warren E. Crane, National Restaurant Association $3.95.

DESSERTS IN COLOR
General Foods Kitchens

ELEMENTARY BAKING-TEST AND STUDENT WORKBOOK
William J. Sultan, McGraw Hill Company, 8171 Redwood Highway, Novato, Calif.

ENCYCLOPEDIA OF WINE
Frank Schoonmaker, Educational Materials Center, National Restaurant Assoc.

ESSENTIALS OF GOOD TABLE SERVICE
School of Hotel Administration, Cornell University, Ithica, New York, 1968.

EXPLORING YOUR FUTURE IN HOTELS AND RESTAURANTS
Sextant Series, ALP Publications, Inc., Milwaukee, Wisconsin, 1965.

FACTS ABOUT FOOD FREEZING
Electric Utility Company

FIVE STEPS TO THE SANITARY QUALITY OF FROZEN FOODS

THE FLAVOR OF ITALY
The Chamberlains, National Restaurant Association $5.95.

FOOD ADDITIVES
Manufacturing Chemists Association, 1825 Connecticut Avenue, N.W., Wash. D.C.

FOOD FOR FIFTY
Fowler and West, John Wiley and Sons, Inc. 1961, $9.95.

FOOD PURCHASING GUIDE FOR GROUP FEEDING
Betty Peterkin and Beatrice Evans, USDA Handbook #284, June, 1969, Supt.
of Documents, Wash. D.C.. 40¢.

FOOD SERVICE EMPLOYEE
Texas Tech. University, Dept. of Home Ec. Ed., Lubbock, Texas.

FOOD SERVICE INDUSTRY TRAINING PROGRAM AND FACILITIES
Gertrude Baker, U.S. Dept. of Health, Educ. and Welfare, 1961.

FOOD SERVICE IN INDUSTRY AND INSTITUTIONS
John W. Stokes, Wm. C. Brown Company, Dubuque, Iowa 1960.

FOOD SERVICE IN INSTITUTIONS
West, Wood, and Harger.

FOOD SERVICE OCCUPATIONAL CLUSTER GUIDE
Oregon Board of Education, 942 Lancaster Drive, NE, Salem, Oregon 1970.

FOOD SERVICE SEASONING GUIDE
American Spice Association, Empire State Building, New York, New York 10001.

FROZEN FOOD PACK STATISTICS
1967.

GREAT DISHES OF THE WORLD
Robert Carrier, National Restaurant Association.

GROSSMAN'S GUIDE TO WINES, SPIRITS AND BEERS
Harold J. Grossman, National Restaurant Association.

GREAT DISHES OF THE WORLD
Robert Carrier $12.95.

THE GUIDE TO CONVENIENCE FOODS
Editors of Hospitality Magazine, National Restaurant Association $24.95.

A GUIDE TO SPICES
The American Spice Trade Association, 250 Fifth Avenue, New York, New York.

GUIDE TO THE SELECTION, COMBINATION AND COOKING OF FOODS Volume I, II.
Carl A. Rietz, National Restaurant Association, 1961, $17.00.

A HANDBOOK ON QUANTITY FOOD MANAGEMENT
Burgess Publishing Company, Minneapolis, Minn. 1970.

HOLDING AND TRANSPORTING COOKED RICE
Council on Hotel, Restaurant and Institutional Education, Rice Council of America, P. O. Box 22802, Houston, Texas 77027.

HOW TO MASTER THE TOOLS OF YOUR TRADE - THE FRENCH KNIFE
LeRoi Felsen, Radio City Bookstore, 109 W. 48th St., New York 1965, $3.50.

HOW TO OPERATE A RESTAURANT
Ducas and Lindberg, New York 1960.

HOW TO USE THE UNIFORM SYSTEM OF ACCOUNTS FOR HOTELS AND RESTAURANTS
Douglas C. Keister, National Restaurant Association.

LESSONS ON MEAT
National Livestock and Meat Board, 26 South Wabasa, Chicago Illinois $.50

LETS COOK FISH-COMPLETE GUIDE TO FISH COOKERY
U.S. Department of Int.

MATH WORKBOOK FOOD SERVICE/TODAY
H. W. Crawford, M. C. McDowell, Medalist Publications Inc., Institutions Magazine, 1801 Praire Avenue, Chicago, Ill. 60616.

MEAL PLANNING AND SERVICE
Beth Baukey Mcleon, N.R. A. $6.20.

MEAT BUYERS GUIDE TO PORTION CONTROL MEAT CUTS
National Association of Meat purveyors, Suite 620, 29 South LaSalle Street, Chicago, Illinois.

MENU PLANNING
Home Economics, Visick, 1967, 3241 Suter Avenue, Oakland, California

MENUS FOR ENTERTAINING
Juliette, Elkon, Elaine Ross $6.95.

THE MEAT HANDBOOK
Albert Leuie, NRA, 1967, $12.00.

MENU MASTERPIECES
NRA, $5.95

MENU VARIETY WITH CANNED VEGETABLES
3047 Fillmore Streeet, San Francisco, California 94123.

MODERN CAKE DECORATING
Wilton School of Cake Decoration, NRA , $595.

MORE THAN JUST LUCK
National Resurant Association.

NATIONAL ASSOCIATION FROZEN FOOD PACKERS
919 18th Street, N.W., Washington, D.C. 20006.

PERSONNEL MANAGEMENT IN HOTELS AND RESTAURANTS
Donald Lundberg , Wm. Brown, Dubuque, 1955.

PIES
N.R.A. $.50.

THE PROFESSIONAL CHEF
Culinary Inst. of America, Institions Magazine, 1801 Prairie Ave.,
Chicago, Illinois, $18.50.

QUANTITY COOKERY
Nola Treat and Lenore Richaris, $6.95.

QUANTITY RECIPES FOR RESTAURANTS, FOUNTAIN AND COUNTER
Nugget Distributor, Inc. , P.O. Box 8309, Stockton, California 95201.

QUANTITY RECIPES USING CANNED FOODS
National Resturant Association

RESTURANT MENU PLANNING
Ann Hoke , $6.00.

SANDWICH FAVORITES
Chef's de Cuisine Assn. of California, 607 S. Park View St., Los Angeles, Cal.
90057, $1.50.

SHRIMP COOKERY
1952, N.R.A., $1.25.

SMALL BAKERY COSTS MEASUREMTNS/WORKSHEETS
R. E. Bavis, Clissold Publishing Co., 105 W. Udons, Chicago, Illinois,60603.

THE STORY OF PACKAGING
Continental Can Co. Inc., c/o Association films, Inc., 561 Hillgrave Ave.,
LaGrange, Illinois.

SUNSET BREAKFAST AND BRUNCHES
Editors of Sunsett Books, 1966. $1.95.

SUNSET CASSEROLE BOOK
Editors of Sunset Books, N.R. A. , $1.95.

THE SUNSET BOOK OF BREADS
Editors of Sunset Books, $1.95.

THE SUNSET GROUND BEEF COOK BOOK
Editors of Sunset Books, $1.95.

SUNSET SALAD BOOK
Editors of Sunset Books, $1.95.

SUNSET SEAFOOD COOK BOOK
Editors of Sunset Magazine and Sunset Books, 1967, $195.

THE TALIAMAN ITALIAN COOKBOOK
Ada Boni, $3.95.

THIS IS YOUR EGG
Poultry and Egg national Bld., 85 Michigan Ave., , Chicago, Illinois 60603.

TODAYS DAIRY FOODS
National Dairy Council, 111 North Conel Street, Chicago, Illinois 60606.

TRAINING THE FOOD SERVICE WORKER_INSTRUCTOR'S GUIDE
Hospital Research and Educational Trust, 840 N. Lake Shire Drive, Chicago, Illinois, $5.00.

THE WAITER AND HIS PUBLIC
Janet Liflu, Francois Blanc, Louis Sack, Abrens Publishing Co., Inc., New York, 1959.

APPENDICES

Reg. order
No.

Food Education and Service Training

Silverton Union High School

School District UH7J

__________ 197__

To ______________________________

Address ______________________________

Send two copies of invoice to:

Mr. David Thompson
FEAST Storeroom Supervisor
Silverton Union High School
802 Schlador Street
Silverton, Oregon 97381

Deliver the following Supplies to:

____

FEAST team
Silverton Union High School
802 Schlador Street
Silverton, Oregon 97381

No.	Article or Service	Price

Department ____________________
Requested by ____________________
Charge to FEAST Student Body Fund
Dept. Approval ____________________

All requisitions must be authorized and signed by the FEAST storeoom Supervisor befor purchae is made.

Approval for Purchase ____________________

FEAST Field Trip File

Establishment ______________________________ Date ______________

Address ______________________________ Number of Students ________

Phone ______________________________ Time Required ___________

Manager ______________________________

Purpose of the trip:

Evaluation of this field trip and Recommendations:

Product

Description

Supplier

stock												
year	S	O	N	D	J	F	M	A	M	J	J	A

d te	IN	OUT	BAL	DATE	IN	OUT	BAL	DATE	IN	OUT	BAL	DATE	IN	OUT	BAL

Week of ______________________

FEAST

Resource Request Form

Date Needed	FEAST class	Title (film, filmstrip, speaker, etc.)	Address	Confirmed	Returned

WRITING

Writing 1

General Objectives.

The student will learn proper sentence and paragraph construction. They will learn to distinguish between sentence fragments and complete sentences; how to write sentences and paragraphs with unity and clarity; to increase their imagination while developing these skills; and to improve their abilities in the areas of grammar and spelling.

Pre-test. See attached

Specific Objectives.

1. 90% of the students will write simple sentences and paragraphs correctly.
2. 75% of the students will learn to recognize and use a topic sentence.
3. 70% of the students will learn to write a unified description of a given item.
4. 50% of the students will increase their abilities to use their imaginations.

Evaluation: The student will write a personal expository essay on a choice of subjects.

COURSE OF STUDY - WRITING I 431

I. NAME OF COURSE:

Writing I 431

II. COURSE LENGTH:

one semester

III. GENERAL OBJECTIVES:

A. To assist the student in reaching a minimal level of basic writing skills, such as: sentence structure, punctuation, capitalization, and agreement.

B. To enable the student to make effective word choices.

C. To help the student develop a purposeful structure of sentence and paragraph.

D. To stimulate the student to think critically.

E. To awaken the student's awareness of the power of metaphor, style, and voice in transmitting images and ideas to a reader.

IV. OUTLINE OF COURSE AND SPECIFIC OBJECTIVES OF UNITS

A. Packages of Mechanical Skills. Students work on those they have not yet mastered.

B. Sensory Language

1. To illustrate how appeals to senses other than sight help make description vivid.
2. To explain a method for organizing descriptions.
3. To analyze and use language appropriate for the creation of sensory experiences.

C. Accurate Reporting

1. To distinguish between reporting and interpreting.
2. To illustrate the reliance on sense data when reporting.
3. To see the necessity for observing closely when reporting.

4. To understand the functions of interpreting.
5. To help the student order his observations in a manner suitable to the situation.

D. Varying Sentence Structure
   1. To gain an awareness of the many possibilities in structuring a sentence.
   2. To give students instruction and practice in writing various kinds of sentences.
   3. To develop a sense of style, a regognition of how writers adapt their sentences to their purpose.
   4. To help students develop a sensitivity to the rhythm in prose, and ear for the sound of sentences.

E. Controlling Word Meanings
   1. To distinguish denotation from connotation.
   2. To demonstrate the powers of each in its realm.
   3. To provide guided exercise in controlling denotation and connotation.
   4. To become aware of the responsibility of the writer to attempt to control the meanings of his words.

F. Using Simile and Metaphor for Appeal
   1. To become aware of the difference between literal and figurative use of language, and to see the ease with which most of us slip into figurative speech.
   2. To distinguish between two types of figurative language: simile and metaphor.
   3. To suggest the instances in which simile and metaphor are appropriate.
   4. To develop criteria for judging the effectiveness of a simile or metaphor.

G. Selecting and Arranging Details

1. To see the need for a specific purpose in writing.
2. To become aware of the importance of using details.
3. To understand which details are relevant to a purpose.
4. To see the importance of arranging selected details for logic and for revealing a purpose.

H. Concentrating on Paragraph Beginnings

1. To increase students' awareness of the unity of a paragraph.
2. To understand the importance of introducing a top interestingly and effectively.
3. To see that the compressed statement of the main idea can be effectively placed--at the beginning, at the end, or within a paragraph.
4. To understand the use of paragraph beginnings in order to introduce a new aspect of a larger controlling idea, and thus to connect paragraphs.

G. Indicating Time Sequence

1. To become aware of time order as a natural way to organize the telling of an event.
2. To relate the total time span of an event to the length of the passage intend to write.
3. To become acquainted with the "blocking" of large and small intervals of time in the total event.
4. To see the importance of keeping the reader aware of time relationships, accomplishing this by specific references to time.

H. Using Examples to Illustrate Ideas

1. To see how examples help improve the clear expression of ideas.
2. To see how examples help to make ideas more familiar and concrete.

3. To realize that examples add interest to writing.
4. To see how examples improve answers to essay examinations.
5. To begin forming the habit of supporting general statements with specific details.

I. Developing Meaning by Definition

1. To become familiar with the strategy of a good definition:
    a. alternation between generalizing and specifying.
    b. organization based on describing purpose, parts, and uses.
    c. accurate word choice.
2. To exercise these three skills after close observation of a concrete object.
3. To see how defining can build meaning in a paragraph.

J. Developing Writing by Classification

1. To realize the importance of classification in learning to think straight.
2. To see that all things and ideas are related--either as members of a common class or as nonmembers of a class or set of classes.
3. To learn the relative value of objects and ideas by classifying them as equivalent (co-ordinate) or unequal (main---subordinate).
4. To see the value of ordering or organizing objects and ideas by using the classification method: sorting and grouping.

K. Developing Meaning Through Comparison

1. To achieve greater clarity in writing by making comparisons.
2. To gain skill in arousing interest by making interesting comparisons.
3. To learn to organize writing in a particular way for a particular purpose.
4. To assist in the development of logical thinking.

L. Supporting Conclusions With Evidence

1. To understand the necessity for substantiating conclusions and generalization.
2. To be able to recogneze a conclusion.
3. To see what constitutes supportive efidence.
4. To realize the responsibility for citing the specific context of the evidence so that it may be verified by and competent observer.

M. Developing Ideas By Cause and Effect

1. To understand the nature of cause-and-effect relationships.
2. To see the value of a clearly ordered sequential explanation of cause and effect.
3. To become aware of the nature of analogy.
4. To see the use of comaprison in explaining the unfamiliar.

N. Linking Sentences With Connectors

1. To become acquainted with the various ways writers connect ideas within sentences and paragraphs.
2. To see how writers achieve smoothness and unity in their sentences and paragraphs.

O. Arriving at the Controlling Idea

1. To see the difference between a general topic and a specific topic.
2. To understand the need for narrowing a topic.
3. To understand how defining one's purpose for writing gives focus to what one writes; to become aware of the use of the thesis statement.

P. Developing the Controlling Idea

1. To understand how the method of organization is determined by the writer's purpose.
2. To discuss the organization of a unit model and to determine how the

parts of the model are related to each other.

3. To plan an organizational framework for a composition.
4. To understand that specific details must be supplied for the adequate development of a controlling idea.

VI. TEACHING METHODS:

At the beginning of the semester all of the students take a battery of pre-tests to measure their knowledge of mechanical writing skills: punctuation, capitalization, agreement, and sentence structure--the minimal skills necessary for meaningful written communication of any kind to occur. He is then referred to a grammar textbook so that he may learn the skill he is lacking. He is encouraged to seek help from a teacher or student aide if he needs it. When he feels he is ready to take the post-test, he does so at any time. If he gets 90% correct responses, he goes on to another mechanics area or joins the regular class in their study of the concepts of writing. Every effort is made to bring all of the class members up to the minimal level of mechanical writing skills by the second week of school. The units are so structured to that a student may miss one or two units of study without jeopardizing his chances of success in composition; few of the units are heavily dependent on preceeding or succeeding units, especially in the early part of the course. Thus, flexibility of student placement and level of achievement are possible.

In general, the teacher introduces each unit in a whole-class presentation. The writing model is read aloud and discussed thoroughly so that the writing techniques being studied are understood. As soon as the class has a basis for attacking the unit skill, a writing laboratory situation is set up, each student working individually. The teacher moves around the class, helping individual students as they need help.

From time to time the class is drawn back into a whole-group situation. The students may write a group composition on the board or volunteer their writing practices orally. Writing and revision are conducted at the same time. The students evaluate the group composition to see if it exemplifies the technique being studied.

The last writing exercises are done by the students individually with the emphasis placed on the individual's responsibilities as a writer. The teacher evaluates the last writing exercise of each unit and solicits opinions and comments on the merits of the composition from the students by projecting it from a transparency or passing out dittoed copies to students.

The role of the teacher is primarily that of a guide, although in performing this role he uses many instructional methods: lecture, discussions, small groups, overhead transparencies, and recordings.

VII. INSTRUCTIONAL MATERIALS:

A. Textbooks: Warriner's English Grammar and Composition: Complete Course

Ginn, WRITING: UNIT-LESSONS IN COMPOSITION, 1C.

B. Dittoed student writing

C. Dittoed materials on thesis and theme structure.

D. Pre-tests, post-tests for the mechanics unit.

E. Overhead Projector and transparencies (teacher-made)

VIII. EVALUATION:

A. Teacher Evaluation of Student Progress

Practice exercises are checked to see if they are completed; the student is given credit for completing them. The final problems or assignments of the units are graded by the teacher to see how well they complete the objectives stated for each unit. Grading of composition is necessarily a subjective thing based on the judgment of the teacher;

however, since the writing concepts are broken up into manageable skills, the subjective assessment is based on somewhat objective evidence. The higher grades--A and B--will be given on the quality of the compositions beyond the mere attainment of a stated writing skill.

B. Student Self-Evaluation

At the beginning of the course the student is asked to state what he hopes to gain from the course. At the end of the course he is asked to evaluate his own writing progress to see if he acquired the skills he hoped to achieve. To aid him in this task he is given his first and last papers for objective evidence.

C. Teacher Evaluation of the Value of the Course

At the end of the course the teacher writes an evaluation to determine if the stated objectives have been achieved. Objective evidence to guide him is the improvement of student compositions. Subjectively, he also weighs strdent interest and involvement based on his observations of their behavior as they write.

APPENDIX

Anew and unique approach to writing is set forth in Ken Macrorie's Writing to be Read (Hayden Bood Co., 1968). General and specific objectives become apparent from his book, so it will be unnecessary to go into them.

The course is different from traditional approaches in that it builds almost entirely on the student s own writing. Every student can be successful because he writes about subjects on which he is an expert--his own experiences and his oulook. The course also rests solidly on rhetorical principles: an authentic writer, a real subject, a definite audience. The student is inclined to write better because he is totally familiar with his own world of experience; he will communicate more forcefully because he will be writing largely for his peers.

The teacher s method should be to move the student from success to success, from strength to strength (as he acquires these). Free writings are used a great deal, especially at the beginning of the course. As the students develop competence, writing is given more structure. At the beginning of the semester the teacher should only call attention to strengths. As the semester progresses weaknesses may be corrected by the teacher and the students.

Evaluation is subjective, teachers may chose not to give grades until report card time. Evaluation should be directed entirely toward the quality of writing, grades are de-emphasized. What is written (content) is more important than how it is written (mechanics).

Teaching experience with this approach has revealed a renewed interest in writing--an enjoyment in writing for its own sake, especially with students who haven t enjoyed writing before.

COURSE OF STUDY - WRITING II, 432

I. NAME OF COURSE:

Writing II, 432

II. LENGTH OF COURSE:

Writing II, 432 is a one semester elective course, which may be used to satisfy the writing requirement of the elective English program.

III. GENERAL OBJECTIVES:

A. To build on the fundamental skills of good writing: effective word choice, purposeful structure of paragraph and theme, critical thinking, accurate transmission of ideas to a reader, and awareness of style.

B. To develop the essential skills of using language accurately, exercising logical reasoning, analytic thinking, and correctness of expression.

C. To guide the student in organizing and developing with clarity and economy the various essay types: exposition, narration, description, and argumentation.

D. To convince the student of the importance of reviewing and revising written material.

IV. CONTENT OUTLINE AND SPECIFIC OBJECTIVES:

A. Word Choice

1. To help students understand that jargon impedes clarity.
2. To illustrate the characteristic features of jargon.
3. To illustrate that objectivity need not depend on ornate and artificial diction.

4. To urge students to prefer the specific and the concrete to the general and abstract.

B. Word Economy

1. To show students how to achieve simplicity in their writing by (a) eliminating unnecessary words, (b) selecting the best word or phrase for the purpose, and (c) tightening sentence structure.
2. To illustrate how meaning governs economy.

C. Sensory Experiences

1. To encourage students to vitalize their writing through sensory language.
2. To help students recognize the value of direct, economical writing.
3. To illustrate the effectiveness of specific verbs in expressing motion.

D. Building Sentences Rich in Meaning

1. To help students recognize the relationship between sentence structure and modification.
2. To illustrate ways of achieving specificity within the sentence.
3. To provide the student with ways of enriching the texture and meaning.

E. Compressing and Expanding Information

1. To help students understand the distinction between compressed and expanded statement, particularly in relation to the conveying of unfamiliar information to the reader.

F. Revealing Ideas Through Examples

1. To bring to conscious control the power of examples in clarifying a general statement.
2. To suggest the application of relation of part to whole.

3. To arrange selected examples toward a clinching final emphasis.

G. Meaning Through Comparison

1. To show how ideas are developed by comparison and contrast.
2. To offer practice in using the techniques of comparison and contrast to sharpen meaning.

H. Paragraph Control

1. To illustrate that the paragraph is a tool of thought; the thought controls the shape of the paragraph.
2. To help students understand that the length and structure of paragraphs are influenced by content and audience.
3. To show how paragraphs within a larger unit are related: a paragraph should be related through transition and should have a clearly defined function with the whole.

I. Meaning Through Transition

1. To help students understand that coherence is achieved through natural transitional and linking elements for unity and smooth reading.
2. To help the student consciously use these transitional elements in his own writing.

J. Organizing Coherent Paragraphs

1. To help students understand that coherence within a paragraph depends on chronological, spatial, or logical relationships.
2. To illustrate techniques used in creating consistent chronological, spatial, and logical orders.

K. Parallelism

1. To help students recognize the various forms of parallel structure.

    2. To help students see the relationship between parallel structures and co-ordinate ideas.
    3. To illustrate the effective use of parallelism for emphasis.
    4. To emphasize the importance of varying parallel structure.

L. Defining Abstract Terms

    1. To help the student understand that highly abstract words are often ambiguous or vague in meaning and should be clarified for the reader.
    2. To illustrate defining by example.
    3. To illustrate defining by catagory and difference.
    4. To illustrate defining by function.
    5. To demonstrate hwo an extended definition is constructed.

M. State an Issue - Meet Objections

    1. To give students an understanding of the principles of sound and fair argument.
    2. To illustrate how to define an issue.
    3. To illustrate that considering opposing arguments is a necessary part of developing a thesis.

N. Reason Toward Conclusion

    1. To illustrate how to use the argument from analogy.
    2. To illustrate how to argue inductively.
    3. To illustrate how to argue deductively.
    4. To help students understand the interdependence of these three forms of argument.

O. Combining Essay Types

    1. To make the student aware that the four essay types - narrative, description, exposition, and argumentation - do not appear as

separate entities in normal writing.

2. To define persuasion as an element present in all forms of writing.

P. Tone in Description

1. To help the student recognize tone in writing.

2. To analyze some of the qualities in writing which produce a unified tone.

3. To enable students to achieve the quality of tone in their writing.

Q. Using Source Materials

1. To encourage students who use source materials to consider the demands of their audiences.

2. To caution students about their responsibilities to the sources they use in composition.

3. To explore the ways writers organize material from written sources to meet a particular purpose.

V. TEACHING METHODS:

A. Group instruction

B. Small group individualized work

VI. INSTRUCTIONAL MATERIALS:

A. Text: Writing: Unit-Lessons in Composition (Ginn), 3C

B. Prepared materials - dittoed

VII. EVALUATION:

A. Evaluation of Students:

The students learn one skill at a time and have their papers evaluated for their proficiency with the particular skill in each unit. This approach to evaluation permits more positive judgment of the student work by the teacher. It also makes it possible to hold the student responsible for maintaining each previously taught skill as he proceeds through the units.

To acquaint students with concrete examples of the standards followed in class, some representative examples of student papers will be distributed for evaluative analysis. This will help them keep well in mind the standards by which a paper is judged. The student will be graded according to his mastery of fundamental skills and the various essay types.

B. Evaluation of Course:

The objective measurements used to evaluate the student may also evidence success of the total course. In addition to this, analysis of the course will come from student interest and motivation. Here a subjective element is a part of the evaluation; written evaluations of the course by student and teacher will come at the completion of the course. A pre-test attitude questionnaire will be returned to the student to be used in writing this evaluation. Suggestions by students on how to improve the course will be accepted, and they will evaluate the course by how well it meets needs and expectations. Correlation between course objectives and course results will be of prime consideration in evaluation of the course.

COURSE OF STUDY--RESEARCH WRITING

I. NAME OF COURSE.
Research Writing

II. LENGTH OF COURSE
One Semester

III. GENERAL OBJECTIVES:

1. To enable students to research material by going to a variety of sources.
2. To aid students in realizing that a well-written research paper is organized and derived at by certain logical procedures.
3. To inform students of the requirements of a well-written paragraph.
4. To become aware of the impact that word choice may have.
5. To provide information and practice in writing bibliographies and footnotes.
6. To understand the importance of accurate, precise, open-minded research.
7. To learn different facets of problem solving and the role this plays in writing research papers.
8. To learn the techniques of note-taking and outlining.
9. To write a major research paper.

IV. COURSE OUTLINE AND SPECIFIC OBJECTIVES

A. Library Source Materials

1. To become familiar with specific reference books, the Dewey Decimal System, the card catalog, the Reader's Guide to Periodical Literature and index to books.

B. Taking Accurate Notes

1. To learn the differences between paraphrasing, quotations, summaries, and commentaries and how eachis used.

2. To learn how to write paraphrases and summaries.

3. To become aware of how to avoid plagiarism.

C. Topic Selection--Thesis

1. To become aware of the necessity in narrowing the thesis.

2. To learn how to develop a thesis and expand it into an outline.

D. Outlining

1. To gain practice in outlining.

2. To write a practical and accurate outline from which a term paper can be based.

3. To develop bibliography note cards based on the outline.

4. To revise the outline if the need arises.

E. Paragraphs

1. To learn how to use completness, unity, orderly movement, coherence in writing an effective paragraph.

2. To gain practice in writing varying styles of paragraphs.

F. Word Usage

1. To learn the differences between connotation and denotation and how each may be applied to research writing.

2. To become aware of the types of words which are accurate and appropriate in a term paper and which are not.

3. To recognize the impact figurative language can have in research writing.

G. Writing a Minor Research Paper

1. To concentrate on writing a small research paper with the view that efforts will later be enlarged to write a more demanding paper.

2. To give students an opportunity to incorporate information given, thus far, in order to formulate a paper.

H. Footnotes and Bibliography

   1. To become familiar with rules concerning footnotes and bibliographies and to be able to effectively apply rules.

I. Deliberation--Problem Solving

   1. To become aware of how persuassion, premises, inferences, and falacies may affect a research paper.

J. Writing a Major Research Paper

   1. To effectively use all rules, exercises and materials introduced in class to write a logical, well-developed and complete research paper.
   2. To effectively incorporate all steps in order to write a research paper.

V. Teaching Methods

   A. Lecture
   B. Research (library work) and writing
   C. Individual Instruction
   D. Exercises

VI. Instructional Materials

   A. Lecture Notes
   B. Outside text--Guide to Writing Term Papers, Amsco School Publications, Inc., New York, N.Y. 1971
   C. Outside Text--Writing With a Purpose, James M. McCrimmon
   D. Library

VII. Evaluation

   A. Evaluation of the Course

      1. By Instructor--At the end of the semester, the instructor writes an evaluation of the course. Evaluation is based upon pre- and post-tests based on course content. An examination is made to see if objectives are met. Student's

success in writing the major research paper is a crucial factor in determining this course's success.

2. Pre- and post-course attitude questionaires.

B. Evaluation of Students

1. Evaluation of students is both objective and subjective on the part of the instructor. Objective criteria are applied to the grading of exercises, assignments, and tests. Subjective criteria are applied to such factors as use of class time, completness of research for writing paper, the effectiveness and the total composition of the paper.

COURSE OF STUDY - CREATIVE WRITING 435

Free and creative expression is the supreme objective in this course. Creative Writing is designed to provide a vehicle through which studenss can express thoughts, opinions and images in a literary form that is imaginative, yet conforming rules of acceptable grammar.

The course requires more encouragement and guidance of the teacher than actual instruction. The objective of the teacher will be to inspire students to better and more creative writing, As such, no basic text will be utilized. Instead, the magazine. *Literary Cavalcade*, will be ordered for the students.

Literary Cavalcade, will furnish contemporary writings of prominent authors throughout the world. It will also give students an opportunity to read the creative efforts of their peera. There will always be the possibility that the works of students in this class will be submitted to this and/of other publications.

Poetry

Students will experiment with poetic form. No pattern will be followed. The student will be told to follow his own lead in everything he writes, particularly poetry.

The following materials will be utilized:

A. Phonograph records:

1. Recording of poets reading their works.
2. More importantly, contemporary or classical music by which students will be motivated to write.

B. Style Comparison

1. Students will write a poem in the style of a poet for both satirical and comparative purposes.
2. Students will avail themselves of the opportunity to compare and contrast their works with those of other young wirters.

C. Poet Lecturers

D. Field Trips

1. The best use for field trips in conjunction with Creative Writing would be to visit parks, museums, or other nature areas that could provide an atmosphere in which the creative writer could freely expand his literary talents and visions.

Short Story

Students will be encouraged to write stories that reflect on the thinking of contemporary young America. As in poetry, construction will be a matter of individual choice. Intelligibility will obviously be a requirement, but topic selection and style will be left to the student. Among methods utilized in creating the short story will be:

A. Word Association

The students will be given one word and, from that, will be asked to write a short story. This method can also be used for poetry.

B. The materials listed under poetry can be utilized as they were for the unit on the short story.

Essay

Of prime importance here is the student's willingness and abitity to defend a point of view. Essays, in a creative writing course, cannot merely be factual. They must reflect an intelligent opinion, backed up with sufficient and accurate research. For those students pursuing the essay form, methods in research will be studied.

One exercise to be utilized in essay writing will be a form of literary role-playing. For example, the student will be told to assume the role of a senator, a policeman, a criminal, a protester, a soldier, etc., and write an opinion on a topic form that point of view.

Other Literary Forms

The novel and the drama will not be stressed in the course, but students desiring either of those forms will not be denied the opportunity to use it.

Guest lecturers will be invited.

Sources of publications will be available to students.

The quanity of work a student turns in will be an indication of the student's interest and motivation. This will be a basis for evaluating the student's interest and the value of the course.

As a means of evaluating the course, a monthly newsletter-type publication will be published by the creative writing classes.

The most creative efforts will be published.

An anthology of the year's writings will be printed at the end of the year. The contents of the anthology will be supplied by the members of the creative writing classes.

Each student will be assigned a semester project. It is hoped this will be a major effort - - possibly a plot outline of a novel, first chapter of a novel, synopsis or first act of a play, a collection of poetry or short stories.

An examination would have little relevance, unless it were a matter of assigning students a creative effort within a specified time limit. This type of examination is a distinct possibility.

Course evaluation will be chiefly determined through personal meetings with students at the end of the semester. Other aids in evaluating the course will be course questionnaires that will be distributed at the beginning and the end of the semester.

REVISED COURSE OF STUDY

JOURNALISM I, 437

I. NAME OF COURSE:

Journalism I, 437

II. LENGTH OF COURSE:

One Semester

III. GENERAL OBJECTIVES:

To develop an understanding of the newspaper - its content and power.

Student acquisition of the basic skills of journalism.

To develop critical thinking.

IV. CONTENT OUTLINE OF THE COURSE:

A.	Introduction to Journalism	1 week
B.	Newspaper content	1 week
C.	Gathering the news	1 week
D.	Writing the straight news story	6 weeks
E.	Writing news features	3 weeks
F.	Writing editorials	3 weeks
G.	Copyreading and proofreading	2 weeks
H.	Headlines	1 week

V. SPECIFIC OBJECTIVES OF MAJOR UNITS

A. Introduction

1. Why we study journalism, and how it relates to various occupations and roles in society.
2. History and development of journalism since constitutional provision for free press.
3. The dynamics of present-day journalism.

B. Newspaper content

1. Discovering what newspapers offer.
2. How newspapers serve their readers.
3. Students learn to distinguish between fact and opinion, and to watch for slanted news, and appeals to emotions.

C. Gathering the news

  1. Learning what makes news.
  2. Practice in the procedures for interviewing.

D. Writing the straight news story

  1. Writing the lead.
  2. Putting the story together -- Students practice selection, organization, and methods of quotation.
  3. Developing a newspaper style -- Simple sentence construction; Choosing clear and colorful words; Use of style sheet, thesaurus; Blending of material, organization, and style.
  4. Covering school news -- apply techniques learned whild interviewing, reporting speeches, covering assemblies, plays musical progams, etc.

E. Writing news features

  1. Finding and writing news features.
  2. Telling your story in the best way possible.

F. Writing editorials

  1. Study of the different kinds of editorials.
  2. Writing the editorial.

G. Copyreading and proofreading

  1. Eliminating editorializing, evidence of poor taste, or libelous statements.
  2. Looking for clearity and organization.
  3. Practicing use of proofreading marks.

H. Headlines

  1. Writing headlines.
  2. Headline styles.

VI. TEACHING METHODS

  A. Instructor lectures
  B. Group discussions
  C. Assigned activities in newspapers
  D. Individual research and presentations

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E. Covering actual school and community events

F. Guest editors and journalists

G. Periolic evaluations and tests

VII. INSTRUCTIONAL MATERIALS

A. Text (Adams and Stratton, Press Time. Prentice-Hall Inc., 1963)

B. Daily newspapers

C. Films as available

D. Guests editors and journalists

VIII. EVALUATION

A. Evalution of the course

1. By Instructor -- At the end of the semester, the instructor writes an evaluation of the course. He is as honest and objective as possible in comparing the success of the course with the original objectives.

2. By students -- (See pre-, and post-course attitude questionnaire)

B. Evaluation of Students

Evaluation of students, for purposes of graging is both objective and subjective on the part of the instructor. Objective criteria are applied to the grading of exercises, assignments, and tests. Classroom discussions which call for individual contributions help reveal student interest and motivatiovtion, and are opento more subjective consideration.

BEHAVIORAL OBJECTIVES

JOURNALISM I

Students completing the Journalism I course will develop the following strengths:

> ability to consider problems critically but constructivelly, to form intelligent judgments about these matters, and to be self-reliant in making decisions;
>
> discrimination between the important and the tribial, as well as between fact and opinion;
>
> increased sensitivity to school and community purposes and problems, and to the needs and rights of individuals.

The method utilized will be of constant comparison of the purposes and production techniques of school and daily newspapers.

Students will learn journalism in three stages:

(1) brief explanation of topics
(2) understanding and retention thru immediate directed practice
(3) application of the learned topic to actual newspaper production

Thru specifc assignments, each student will be given opportunities to apply his knowledge of basic newswriting skills to the production of the school newspaper.

COURSE OF STUDY--RESEARCH WRITING

I. NAME OF COURSE.
Research Writing

II. LENGTH OF COURSE
One Semester

III. GENERAL OBJECTIVES:

1. To enable students to research material by going to a variety of sources.
2. To aid students in realizing that a well-written research paper is organized and derived at by certain logical procedures.
3. To inform students of the requirements of a well-written paragraph.
4. To become aware of the impact that word choice may have.
5. To provide information and practice in writing bibliographies and footnotes.
6. To understand the importance of accurate, precise, open-minded research.
7. To learn different facets of problem solving and the role this plays in writing research papers.
8. To learn the techniques of note-taking and outlining.
9. To write a major research paper.

IV. COURSE OUTLINE AND SPECIFIC OBJECTIVES

A. Library Source Materials

1. To become familiar with specific reference books, the Dewey Decimal System, the card catalog, the Reader's Guide to Periodical Literature and index to books.

B. Taking Accurate Notes

1. To learn the differences between paraphrasing, quotations, summaries, and commentaries and how eachis used.

2. To learn how to write paraphrases and summaries.

3. To become aware of how to avoid plagiarism.

C. Topic Selection--Thesis

1. To become aware of the necessity in narrowing the thesis.

2. To learn how to develop a thesis and expand it into an outline.

D. Outlining

1. To gain practice in outlining.

2. To write a practical and accurate outline from which a term paper can be based.

3. To develop bibliography note cards based on the outline.

4. To revise the outline if the need arises.

E. Paragraphs

1. To learn how to use completness, unity, orderly movement, coherence in writing an effective paragraph.

2. To gain practice in writing varying styles of paragraphs.

F. Word Usage

1. To learn the differences between connotation and denotation and how each may be applied to research writing.

2. To become aware of the types of words which are accurate and appropriate in a term paper and which are not.

3. To recognize the impact figurative language can have in research writing.

G. Writing a Minor Research Paper

1. To concentrate on writing a small research paper with the view that efforts will later be enlarged to write a more demanding paper.

2. To give students an opportunity to incorporate information given, thus far, in order to formulate a paper.

- H. Footnotes and Bibliography
    1. To become familiar with rules concerning footnotes and bibliographies and to be able to effectively apply rules.
- I. Deliberation--Problem Solving
    1. To become aware of how persuassion, premises, inferences, and falacies may affect a research paper.
- J. Writing a Major Research Paper
    1. To effectively use all rules, exercises and materials introduced in class to write a logical, well-developed and complete research paper.
    2. To effectively incorporate all steps in order to write a research paper.

V. Teaching Methods

- A. Lecture
- B. Research (library work) and writing
- C. Individual Instruction
- D. Exercises

VI. Instructional Materials

- A. Lecture Notes
- B. Outside text--Guide to Writing Term Papers, Amsco School Publications, Inc., New York, N.Y. 1971
- C. Outside Text--Writing With a Purpose, James M. McCrimmon
- D. Library

VII. Evaluation

- A. Evaluation of the Course
    1. By Instructor--At the end of the semester, the instructor writes an evaluation of the course. Evaluation is based upon pre- and post-tests based on course content. An examination is made to see if objectives are met. Student's

success in writing the major research paper is a crucial factor in determining this course's success.

2. Pre- and post-course attitude questionaires.

B. Evaluation of Students

1. Evaluation of students is both objective and subjective on the part of the instructor. Objective criteria are applied to the grading of exercises, assignments, and tests. Subjective criteria are applied to such factors as use of class time, completness of research for writing paper, the effectiveness and the total composition of the paper.

LANGUAGE

COURSE OF STUDY - READING 441 - 442

I. OBJECTIVES

The Reading Laboratory is a one semester course which seeks to help students who are reading below their grade level and it may be repeated as 442 for further help. The freshman whose ability is such that he should be capable of Freshman English but whose reading level prevents his accomplishing that work is given the chance to opt this course before doing his regular work.

The emphasis of the reading training program is:

A. To give each student the kind of instruction and experience that is necessary for him to become a mature, independent reader and learner.

B. To provide each student with the kinds of reading experiences theat will make of him a person who loves to read.

II. Specific objectives

A. Study skills--To teach specific techniques in study skills and how to implement them in subject studies.

1. Selection and evaluation
    a. Locate topic sentence
    b. Select the main idea of a paragraph
    c. Select the main idea of a larger selection
    d. Recognize important details
    e. Determine the author's purpose
    f. Develop independent purposes for reading
    g. Determine the accuracy and relevance of information
2. Organization
    a. Take notes
    b. Determine the relationships between paragraphs
    c. Follow time sequences

d. Outline single paragrahps

e. Outline chapter

f. Summarize units of material

3. Location of information

a. Table of contents

b. Use of index

c. Library Card Catalogue

d. Appendixes

e. Reader's Guide to Periodicals

f. Encyclopedias

g. The Dictionary

4. Following directions

a. Oral directions

b. Written directions

5. Specialized skills

a. Read and interpret graphs

b. Read and interpret tables and charts

c. Read and interpret maps and diagrams

d. Read and interpret cartoons

B. World Recognition Skills-To be taught in context appropriate to the dignity of high school students

1. Pictorial clues

2. Context clues

3. Phonics clues

a. To discriminate between long and short vowels

b. To identify and hear vowels used in combination with letter r.

c. To recognize and use vowel diagraphs and diphthongs

d. To hear, and use consonants correctly

Initial consonants

Final consonants

Consonants with more than one sound

Consonant blends

4. Configuration clues
    a. Sight words
    b. Visual discrimination
5. Structural analysis
    a. To teach prefixes, roots, and suffixes
    b. To syllabicate words using a few simple rules
    c. To identify syllables by auditory discrimination
6. Dictionary Clues
    a. To know and use the alphabet in sequential order
    b. To use the pronunciation key correctly
    c. To differentiate between the different meanings of one word

C. Vocabulary Development
1. Wide reading
    a. To place student in reading material in which 95 % of the words can be pronounced and understood
    b. To develop concepts, to which vocabulary can be tied
2. Direct approach
    a. Identify affixes and roots with their meanings
    b. Learn specific vocabularies peculiar to subject areas student is studying
    c. Study word origins
3. Indirect approach
    a. Developing concepts and vocabulary through shared experiences
    b. Through the analyzing of figures of speech and descriptive literary passages, newspaper articles and any relevant material

D. Comprehension Skills
1. Literal comprehension
    a. Determining the right concept for each word of the vocabulary

- b. Be able to use context clues and come to a reasonable meaning of the reading

2. Critical reading
    - a. To be able to read and question
    - b. To distinguish between fact and opinion
    - c. To evaluate author's bias, qualifications and pruposes
    - d. To assess the ways in which words influence ideas
3. Interpretive reading
    - a. To enjoy wide variety of reading
    - b. To be able to live in and through characters
    - c. To make inferences

E. Reading Rate

1. Rates for different types of reading
    - a. Skimming
    - b. Scanning
    - c. Technical
    - d. Study
2. Rates are improved b the following techniques
    - a. Read in phrases - associative thinking in logical meaning pattern
    - b. Habits of lip movement, regression, sub-vocalizing and all waste movements are eliminated
    - c. Locating key words and ideas

TECHNIQUES OF INSTRUCTION

The methods and materials used are determined in part by the composition of the class, the size of the class and the native ability of the students involved.

Three basic techniques used in the reading improvement classes are the Robinson methhod of studying, the directed reading lesson, and the visual, auditory, kinesthetic method of learning words.

A brief outline of Robinson's SQ3R method of study follows.

SURVEY: Step 1. Surveying the material-- getting a general idea of the over-all content of the assigned material by reading rapidly the headings, subheadings, topic sentences, summary sentences, introduction and summary.

QUESTION: Step 2. Questioning the material - using the headings to make questions for guiding one's own reading.

READ: Step 3. Reading for understanding, guided by the questions previously determined in step two.

RECITE: Step 4. Reciting - testing one's ability to recall information from the reading by answering his own questions.

REVIEW: Step 5. Reviewing - testing one's by recalling the main ideas obtained from reading and notetaking.

The directed reading lesson is a method of motivating students and providing a purpose for reading. It introduces vocabulary study, factual information, and practical application of the material under study. The directed reading lesson, as outlined by Dr. Ned Marksheffel, proceeds as follows:

Objectives - determined by material and teacher

Phase I. The Assignment or Readiness period - The teacher is concerned with developing interest and motivation for the material to be read. New words are introduced. These are used in sentences, studied from structurual point of view. During this period, it is determined whether there are new concepts that need to be made clear. The last step in this phase in that of helping the students set purposes for reading by asking them questions before they read - answers to be found in the reading.

Phase II. Silent Reading. Assignment (or selected portion of the total assignment) is read.

Phase III. Question and Discussion Period. Students are questioned on material read. The motivation question is asked and in addition questions of fact, interence, and vocabulary are asked.

Phase IV. Rereading (silent or oral). If there are no reasons for rereading, this part may be omitted. Disagreement about facts given by the author, inaccurate comprehension of author's statements, or any other evidence of superficial reading, rereading is then done.

Phase V. Special Improvements or Follow Up. During this period the teacher develops and assigns activities designed for the particular students needs, that were noted during the preceding phases.

Many students in need of reading improvement are also in need of improving their spelling. This method which was developed by Fernald has proven to be a very fine remidial technique. The method as given here is the original and used with individual students. An adaptation prepared by Dr.Marksheffel is used in group spelling lessons.

The VAKT or visual-auditory-kinesthetic-tactile method of learning words and how to spell them is as follows:

Teacher	Pupil
1. A word that the pupil needs to know is given.	2. The pupil gives the word
3. Ask the pupil for the meaning of the word or to use it in a sentence.	4. Gives meaning if he knows it otherwise teacher tells him.
5. How many parts or syllables do you hear in the word	6. Pupil responds and verifies it with the dictionary.
7. With a crayola, write the word in blackboard script writing on 4" x 12" paper. a. Says the word b. Says each syllable at the beginning stroke of each syllable as it is written.	8. Pupil watches.

- c. Dots the i's and crosses t's from left to right.
- d. Underlines each syllable from left to right, saying each syllable as this is done.
- e. Says the word.

8. Demonstrates Tracing Technique
    - a. Two fingers in contact with writing (index finger and second finger, the fingers kept stiff)
    - b. Says the word
    - c. Says each part without distortion on the initial storke of each syllable as it is traced.
    - d. Dot i's and cross t's from left to right
    - e. Underline each syllable from left to right, saying each syllable.
    - f. Say word.
    - g. Repeat a-f until the pupil expresses a readiness to try it.

9. Pupil traces, following the procedure a - f, until he feels he can write the word without the copy.

10. Checks the pupil's tracing
    - a. Stops pupil upon error or hesitation
    - b. Records number of tracings
    - c. Commends success

11. Turns paper over and writes the word, following steps a - e in step 7.

12. Checks writing
    - a. Does not allow erasures
    - b. Errors not stressed
    - c. Covers incorrect word
    - d. Records correct writing (2 successes)

13. Checks word aganist original.
    - a. If correct, writes word again without copy

14. Teacher checks in 24 hours for retention.

USE OF CLASSROOM TIME

After administering a standardized reading test to all freshmen and new students, the tests are corrected and students scoring in the 20th percentile or below are invited to come to the Reading Laboratory diring their English class period. The test results are discussed in general with the group and a general interpretation of these results is given. Students are given the opportunity to ask questions and then told that if they wish help with their reading skills they may sign up for the class. It is only if they choose to do so. Those signing up comprise the reading classes. Classes are held to no more than fifteen or sixteen (preferably smaller), because of the nature of the work. The more individualized it can be made, the better the opportunity for aid.

The first week is spent in organizing classes and explaining the program to the students.

The second week of school is spent in giving word recognition tests and individual reading inventories in order that each student's reading level may be determined and further diagnosis made of reading problem.

Because most students when asked what they consider their reading problem to be will say they need to read faster, a number of timed readings with comprehension checks are given. They soon realize that there are other skills needed before they can have success with rate and are then more receptive to the idea of phonics, vocabulary and the other word recognition skills than they might have been at the outset.

The California Phonics Test for High School and College students is then administered. This diagnostic type test proves valid in all respects and indicates if a student needs help in phonics and the particular area in phonics the help is needed. Instrucrion appropriate to the individual's need is then provided.

Class sessions vary as to utilzation of time but a typical period will follow a pattern similar to this:

Short discussion (5 to 10 minutes) to open class

Skills/techniques explained

Directed Reading Lesson or Timed silent reading with Comprehension Check

Skills exercises

Reading with Controlled Reader, use of Tachistiscope, or recreational reading or help with reading content area texts.

Class sessions may be divided into smaller groups or single individuals working in the area they specifically need.

While A is doing timed/silent reading

B is doing skills exercises

C is doing content area reading or wirking with the controlled reader.

MATERIALS USED IN PROGRAM

A supply of popular magazines is made available and students are encouraged to broaden their horizons

Two daily newspapers and one weekly newspaper come to the laboratory. These are particularly good for critical reading, selecting main ideas, and vocabulary building.

A small supply of paperback books is being added to and students are expected to read st their reading level. Short written records are kept of each student's reading. Oral discussions are held in which books are discussed.

Harcourt, Brace, and World, Adventure Series, is used for Directed Reading Lesson.

Holt's Impact, I've Got A Name and At Your Own Risk, materials of high interest to diadvantaged youth and prepared for teaching based on inquiry is proving to fill many students' needs.

Readers Digest, the educational publication, is of high interest and popular reading. An excellent source for developing comprehension skills and vocabulary building.

Scope, a Scholastic Magazine publication, is another extremely helpful paper written at the fifth grade reading level and of high interest material. It is prepared with the disadvantaged youth in mind and the one who may be developing bad attitudes. It covers problems of society, literature and grammar as well as possible job opportunities.

SRA Study Skills workbook is used at the beginning of the year to help the students develop the study skills taught.

COURSE OF STUDY - MASS COMMUNICATIONS

I. NAME OF COURSE:

Mass Communications

II. LENGTH OF COURSE:

One Semester

III. GENERAL OBJECTIVES:

Mass Communications will launch an exploration of the various communication media.

Seven basic areas of modern communication will be studied so as to give the student a fundamental and theoretical knowledge of modern mass media: Students will learn not only the usefulness of mass media as a source for gaining information but will experiment in adapting it to personal use as a means of expression and creativity:

Students will be introduced to philosophical studies of the use and misuse of mass media. Both the entertainment and educational values of mass media will be stressed, but it is the intention of this course to focus on the media as a means to understanding the complexities of contemporary civilization. Propaganda and editorial uses of mass media will be emphasized. Students will appreciate that the pursuit of pleasure can be satisfied through mass media, but their recognition of mass communication as a commentary on life will fulfill a goal of this course.

A society in conflict has produced a yound generation in conflict. The role of mass media in such a society will be of main concern in this course. Through an in-dipth study of contemporary issues through mass media, perhaps the student may develop a clearer self-concept and a type of aspirational training which may result in more meaningful goals. If these can be accomplished, perhaps a first step towards revolution of today's conflicts can be accomplished.

IV. TEXT MATERIAL:

A. *Student Weekly*, student publication of the *New York Times*.

B. *Atlantic* magazine.

C. *Understanding Media*: *The Extensions of Man* by Marshall McLunan (This text will be utilized by the teacher for preparation purposes. Occasionly it may be used as a source for individual study assignments.)

V. UNITS OF STUDY:

A. Motion Picture

1. Objectives:
    - a. Vehicle for story-telling
    - b. Documentary purposes
    - c. Film making techniques
2. Activities
    - a. Guest lecturers from Portland film studios
    - b. Classroom use of films which illustrate the objectives of the unit
    - c. Field trips to film studios and laboratories
    - d. Experiments in film making (While it would be most desirable to make a film, resources will probably be limited. In its place, a series of slides and an accompanying record will be produced. The story and script will be written by the class.)

B. Newspaper

1. Objectives:
    a. As an expression of editorial poinion
    b. Control of news
    c. Propaganda techniques (advertising)
    d. How news is made
    e. Priority on news as directed by the front page editor.
2. Activities
    a. Informal student journal, exclusively for class opinion on contemporary issues
    b. Selecting a news event of initial happening and following it through by observing the way it is reported by the different news media
    c. Field trip to Governor's office
    d. Student Weekly for study on editorial expression and feature articles
    e. Philosophy through comic strip
    f. Political cartoons (overhead reproductions of contemporary cartoons)

C. Magazine

1. Objectives:
    a. Capsule form of the news
    b. One-sidedness of some magazines for the purpose of expressing a specific philosophy
    c. Exploratory activities into magazine comment on mass media
2. Activities
    a. Montages for the artistically inclined student

b. Observing the new trends in magazine lay-out and advertising

c. Atlantic

D. Television

1. Objectives:

a. Realization of the reliance upon television by the average citizen

b. Entertainment purposes

c. Informative purposes

d. Educational function

e. Propaganda uses

f. Programming problems and techniques

Mass Communication - 3

2. Activities:

a. Regular assignment: Laugh-In

b. Special assignments - television specials

c. Televising a class program

1) Preparing a documentary or special

2) Video-taping of the program

E. Radio

1. Objectives:

a. Television's older brother

b. Modern uses for outlets of public opinion

c. Blending of modern music with editorial opinion

d. Techniques and technicalities of modern redio broadcasting

2. Activities:

a. Redio personalities as classroom visitors

b. Field trips

- c. Arrangement for taped broadcasts of Silverton High School news that can be used by nearby redio stations

F. Phonograph Recording

- 1. Objectives:
  - a. Recording history in sound
  - b. Expression of mood in music
  - c. The protest song
  - d. The propaganda ballad
- 2. Activities:
  - a. I Can Hear It New series, Edward R. Murrow
  - b. Contemporary folk artists
  - c. Student composing and recording of songs and/or spoken words expressing contemporary thinking and opinion

G. Social Protest

- 1. Objectives:
  - a. History and backgrounds of social protest
  - b. Onjectivity and honesty in social protest
  - c. Violence vs. non-violence
    - 1) Passive resistance
    - 2) Struggles of the minority
  - d. Communication in a complex society
- 2. Activities:
  - a. Text Material
    - 1) Materials suggested for this unit:
      - a) On Civil Disobedience, Thoreau
      - b) Gandhi, Louis Fischer
      - c) Why We can't Wait, Martin Luther King, Jr.
  - b. Pursuing current controversies

c. Selection of a hypothetical object of protest. Responsibility and leadership in planning a protest demonstration. Activity will be carried out within the confines of class time and the classroom.

d. Individual protest of an issue through one of the six mass media listed above.

VI. EVALUATION:

A. Student Evaluation

1. Interest in and completion of individual projects
2. Examinations

B. Course Evaluation

1. Individual questionnaire of expectations at the outset of the course.
2. Opinions on the course expressed through any one format of the various media studied in the course.

Mass Communications.

General Objectives.

The student will recognize the impact that mass media has on his life by learning to critically examine and analyze the newspapers, magazines, television programs, radio programs, and films that he views daily.

Pre-Test. See attached

Objectives.

1. 75%of the students will learn to read a newspaper critically and analytically, with a view toward understanding propoganda, special language of the news, and jargon as used by the media.

2. 85% of the students will examine magazines critically for fact versus fallacy; for impact of advertising on themselves as consumers.

3. 90%of the students will devise or participate in creating ideas for communication through projects done in class.

4. 85%of the students will recognize the impact television has on their lives by studying statistics and personal reactions to T.V. programs.

5. 90%of the students will learn facts of radio of the past, as well as the present, and how the impact of this media has changed through the years.

6. 100% of the students will verbalize in oral or written language concerning their reaction to films throughout the semester, attempting to understand the impact of this media on their lives.

Evaluation:

1. Group discussion of vital subjects suggested by each student.
2. A written exam at the end of the semester covering the material studied through lecture, field trips, and research. The student will submit ideas for some of the questions for this examination.
3. Projects, both individual and group, in each area of the media to demonstrate learned ideas.

COURSE OF STUDY - VOCABULARY, 444

I. NAME OF COURSE:

Vocabulary

II. LENGTH OF COURSE:

one semester

III. GENERAL OBJECTIVES:

A. To awaken an interest in words and and a curiosity about their composition and history.

B. To become familiar with the roots, prefixes, and suffixes from which English words are derived in order to have clues to the meanings of new words.

C. To correct and clarify misconceptions of the meanings of words of similar sound.

D. To insure a swifter and more accurate comprehension of what we read.

E. To awaken a sensitiveness to the latent values of words which will enhance our appreciation of literary merit.

F. To develop in our own writing and speech finer discrimination in the choice of words.

IV. COURSE OUTLINE

A. Vocabulary Workbooks--the reading approach to vocabulary study.

1. To increase recognition of adult vocabulary words through their correct and incorrect use in sentences.

2. To aquire an understanding of correct pronunciation and meaning of words.

3. To see the roots the word is derived form and words based on the same roots.

4. To study words grouped by catagories of meanings.

B. Dictionary Study

1. To become aware of the variety of information available from dictionaries:
   a. pronunciation
   b. definitions
   c. variations of form
   d. etymological information
   e. other information, depending on the kind of dictionary and the order in which the information is given
2. To learn to use dictionaries more fully and intelligently.
3. To become acquainted with additional words related to the words grouped by catagories of meaning.

C. Greek and Latin Roots

1. To gain knowledge of the more common Greek and Latin roots, which make up ordinary and specialized English words.
2. To see how the contribution of the two languages has enriched our own language.
3. To provide some class work that is done together.

D. Words from the Mass Media

1. To help students see the importance of understanding words in order to keep abreast with the world around them.
2. To show that vocabulary has immediate, personal value.
3. To provide an opportunity for students to discuss current news, springing from vocabulary study.
4. To provide group activity.

E. Word Analogies

1. To recognize the relationships between words.

2. To become aware of different kinds of analogies:
    a. synonym and antonym
    b. cause to effect
    c. part to whole
3. To become better prepared for College Entrance Boards or other tests requiring knowledge of analogies.
4. To learn to think more logically.
5. To stimulate divergent and convergent thinking.

VI. TEACHING METHODS:

The advantage in using workbooks is that the course can be highly individualized. The words are grouped into units composed of about a dozen words related in meaning. The student progresses at his own speed, checking his response to the sentences using the words with the answer key at the bottom of each entry. Thus, he constantly evaluates his knowledge of the word. If the teacher is needed to clarify a usage, he is always available. After completing a unit, the student takes a test to check his comprehension of the material. The student thus sets his own goals and competes with himself in the number of units and in the speed with which he completes them.

From time to time the teacher offers suggestions that the entire class or a portion of the class may need. He also may introduce the students to new or unusual words to create interest. Words based on Greek or Latin roots, words from the media, and word games may be used to vary class activity and build esprit de corps.

VII. INSTRUCTIONAL MATERIALS

Text for students: Paul Diederich, et. al., VOCABULARY FOR COLLEGE, A, B, C, AND D (New York Harcourt, Brace and World, Inc., 1967).

Classroom supplies:

A supply of abridged dictionaries and an unabridge dictionary.

A thesaurus and/or a dictionary of synonyms.

Teacher Resources:

Greene, WORD CLUES GUIDE and WORD CLUES

Funk and Lewis, 30 Days to a More Powerful Vocabulary

Goodman and Lewin, New Ways to Greater Word Power

Lewis, Word Power Made Easy

Miller, Word Wealth, student text and teacher's manual

Wheeler, Adventure with Words (Holt, Aspects of English Series)

Levine, Vocabulary for the College-Bound Student

"It Pays to Increase Your Word Power," READER'S DIGEST sheets

VIII. EVALUATION

A. Student Evaluation of Course

Upon beginning the semester students are asked to state their reasons for taking the course and what they hope to gain from it. At the end of the course they are asked to indicate whether or not their objectives have been achieved and what value the course has had for them. Ways of improving the course are also solicited throughout the course and at the end.

B. Teacher Evaluation of Course

Instruction effectiveness is measured by students' ability to demonstrate their comprehension and increased knowledge of words on the Unit Tests at the end of each unit in their books. Also, the teacher observes students' fascination with words and their pride in their own individual progress. At the end of the course the teacher collects student opinions of the course and writes his own evaluation.

c. Grading

Since the course is highly individualized with each student progressing at his own rate, it would be unfair to give a grade solely on the standing of a student among his peers. However, for the sake of the A-B-C-D system, the student will have to be rated, somewhat, on a scale of scores the student makes on his unit tests--the total number of units he completes and the scores of each test. The teacher, however, reserves the right to give grades as motivational devices, and every attempt will be made to give a fair grade which assesses effort and achievement.

Name of Course: Speech I, 445

Length of Course: One Semester

General Objectives:

Public speaking gives students a feeling of confidence and adequacy when they encounter speech situations in the school and community by giving them an opportunity to prepare and present almost every type of speech demanded in life situations.

The primary aim of Speech I is to contribute, as much as possible, to the general efforts of the SUHS Language Arts team, but especially to the following objectives:

A. To develop self-confidence and self discipline in the individual student through practice in communication with others.

B. To help the student toward an understanding of the total speech act.

C. To improve skill in the selection, investigation, and sharing of worthwhile subject matter.

D. To help students understand the relationship between evidence, argument, and proof; and to develop greater skill in logical thought and problem solving.

E. To improve still in listening and critical evaluation of speakers.

Content Outline

A. Introduction to Speech

B. Oral Interpretation

C. Listening

D. How to Prepare a Speech

E. Speeches for General Occasions

F. Discussions

Specific Objectives of Major Units

A. Introduction to Speech

1. Emphasis on why we study speech and how it relates to the other language arts.

2. Analysis of physical and psychological orgins of "stage fright" . This understanding helps students overcome nervousness and yields comfort to them as speakers.

B. Oral Interpretation

1. "Oral interpretation" is the process of analysing a selection from literature and effectively communication all of its elements to an audience. While selecting and presenting prose, poetry, and drama selections, each student practices applying the oral and physical techniques that were learned for more interpretive speech, and lively presentation.

C. Listening

1. Communication is a two-way process involving a communicatior and a receiver. No study of speech is complete without learning the second part of the process, -- listening.

(a) The average high School student listens at only 28% efficiency (they miss 72%of the content). We study the negative factors to accurate and critical listening, and practice the discipline required in overcoming these hindrances. The student must be a good listener before he or she can be a good speaker.

D. Preparing a Speech

We consider the seven steps involved in the preparation of formal speech for general and specific occasions.

1. Analysis of Audience and Occasion

2. Determining the Subject and Purpose

        (a) Subject (topic) -- how to choose
        (b) Purpose-- to inform, convince, persuade, entertain, stimulate, or other special purposes.
    3. Researching for the Speech
        (a) How to gather and record material
            1. Use of Reader's Guide
            2. Use of Vital Speeches index
    4. Organizing the Speech
        Ordering--chronological, topical, etc.
    5. Outlining the Speech
        Topic Outline
    6. Wording the Speech
        (a) Employment of Rhetorical Devices
        (b) Use of Notecards
    7. Practicing the Speech Aloud
        (a) Use of mirror, tape-recorder
        (b) Timing
        (c) Building confidence
E. Speeches for General Occasions
    1. Informing
        (a) emphasis on "Logos" - the intellectual, logical, material appeal
    2. Convincing
        (a) Introduction to use of "Pathos" - appealing to the emotions of the audience.
    3. Persuading
        (a) More work with pathos, but adding a "call to action."

4. Selling

   (a) present a product for sale

5. Entertaining

   (a) humor-its elements and use in speaking

F. Discussion

1. "Discussion" occurs when a group - oriented number of persons interact orally and purposefully according to the steps in reflective thinking. Discussion is much more than mere surface chit-chat, yet, it is not formal debate. Through round-table discussions, committees, panels, and symposiums, the students make decisions, solve problems, set policy, or simply enlighten themselves and the audience. The questions are required to be interesting, timely, and relevant.

2. The student follow a useful 4-step technique of deliberation, by which they (1) define the problem, (2) analyze the problem, (3) consider the pros and cons, and (4) select the best solution.

3. We study the technique of leading a discussion.

Teaching Methods

A. Teacher Presentations

B. Research

C. Small and Large group discussions

D. In-close speaking

Instructional Materials

A. Lecture notes

B. Text - Speech in Action, Robinson and Lee, c. 1965 by Scott Roremen and Co. used for reference only.

C. Films - when available

Evaluation

A. Course Evaluation

1. By instructor - at the end of the term, the instructor writes an evaluation of the course. He is as honest and objective as possible in comparing the success of the course with the original objectives.
2. By students (see Pre-, and Post-Course Attitude questionaires)

B. Evaluation of Students

Evaluation of students, for purposes of grading is both objective and subjective on the part of the instructor. Objective criteria are applied to the grading of speeches through an evaluation sheet. Classroom discussions which call for individual contributions help reveal student interest and motivation, and are, of course, open to more subjective consideration.

COURSE OF STUDY-HISTORY OF THE ENGLISH LANGUAGE, 447

I. NAME OF COURSE:

History of the English Language, 447

II. LENGTH OF COURSE:

History of the English Language is a one-semester course that may serve to satisfy the language requirement of the Elective English Program.

III. GENERAL OBJECTIVES:

History of the English Language is aimed at an in depth study of the origin and development of the English language, including the histories of peoples whose movements affected the language to a great extent.

IV. CONTENT OUTLINE

A. Indo-European family of languages.

B. Old English

C. Middle English

D. Modern English

V. SPECIFIC OBJECTIVES

A. The study of the Indo-European family of languages includes a brief history of prehistoric man in Europe and movements of an original community of early man to various parts of Europe. The
1 languages of the Indo-European family tree are studied to show similarities and the original common origin some 50,000 to 250,000 years B. C. The etymology of many words are studied and compared to establish a vocabualry common to all Indo-European languages.

B. Old English, 450-1100, includes the sound and letter differences of Old English and Modern English. The students are asked to compile a large vocabulary of Old English words and to decipher samples of Beowolf and the Lord's Prayer in Old English.

C. Middle English, 1100-1500, primarily concerns itself with the changes in the English language as a result of time and the Norman Conquest (1066-1200).

D. Modern English (1500 to present) is studied in two parts. The first part is known as the Renaissance period (1500-1650). This especially includes Shakespear's English. The last major period of study then, is from 1650 to the present. This shows the final evolution of the language and the effects of the scientific age on the vocabulary. In depth study and comparison of other dialect of English is a part of the modern period also.

VI. TEACHING METHODS

A. Reading and discussion
B. Worksheets and exercises
C. Small group discussion
D. Individual project presentation
E. Research
F. Writing Assignments
G. Films and records

VII. INSTRUCTIONAL MATERIAL

A. Texts
   1. *The English Language:* from Anglo-Saxon to American--AEP Unit Books
   2. *The Story of our Language* by Alexander
B. Films and Records.

VIII. EVALUATION

A. Effectiveness of Instruction

The effectiveness of instruction is evaluated by objective and subjective devices. The students are expected to participate actively in class and are all expected to present several projects orally.

B. Value of the Course

1. By students: The students make a comparative assessment of the course, At the beginning of the course, they establish through writing and discussion their expectations of the course. After completing the course, they evaluate the course in writing; they also suggest ways of improving the course.
2. By Teacher: At the end of the course the teacher evaluates the course in writing in relation to t e objectives set forth in the course of study. The evaluation is based on the students' comments and his own observations.

COURSE OF STUDY - ADVANCED GRAMMAR, 448

I. NAME OF COURSE:

Advanced Grammar, 448

II. LENGTH OF COURSE:

Advanced Grammar is a one-semester course. It may be used to satisfy the language requirement of the Elective English Program.

III. GENERAL OBJECTIVES:

Through a study of language, the objectives of the course are

A. To instill an understanding of the operations of the language as a study for its own sake.

B. To improve writing performance.

C. To improve speaking performance.

D. To improve listening performance.

E. To become comfortable and confident in the use of the English language.

IV. CONTENT OUTLINE AND DESCRIPTION:

A. Introduction to the Study of Grammar:

In this initial unit, the class is introduced to a variety of possible definitions of grammar. There is also a discussion of the purposes of a study of grammar. Finally , a review of the three major approaches to the study of grammar (traditional, structural linquistic, and transformational) is undertaken.

B. Transformational Grammar:

The class studies a transformational grammar for high school students prepared by Paul Roberts.

C. Language and Rhetoric:

The students work toward a conscious application of their knowledge of language to improve their rhetorical ability. Three major areas are covered:

1. Usage questions
2. Punctuation
3. Style

Each student compiles a reference notebook.

D. Bibliographic Review:

In this continuous unit, the students undertake a review of the literature of language study. An annotated bibliography is prepared by the students as a class project.

E. The Non-Absolutes of Traditional Grammar:

This is a loosely structured unit in which the student explores the problem areas of the traditional approach to grammar. As interest, ability, and time permit, the individual student attempts to come to his own tentative resolutions of these problems.

F. Independent Language Research:

The student carries out a research project selected with the approval of the teacher. A list of possible topics is provided; however, original topics devised by the students are also encouraged.

Suggested Topics:

1. Euphemisms
2. Levels of Appropriate Usage
3. Slang
4. Dialects
5. Jargon
6. History of the English Language
7. Cognates and Foreign Words

8. International Auxilary Languages
9. Idioms
10. Linguistics
11. Place-Names in America
12. English Spelling
13. Manipulation of Persuasive Language
14. Semantics

V. SPECIFIC OVJECTIVES FOR STUDENTS:

A. Introduction to the Study of Grammar

1. To understand what a grammar is.
2. To know the purposes and objectives of a study of grammar.
3. To become awar of the three major approaches to grammar.
4. To diagnose individual, pre-course knowledge of grammar.

B. Transformational Grammar

1. Using the theroetical foundation of transformational grammar to learn a descriptive syntax of the English Language.
2. To develop conscious insights into the nature of the English language and to some extent of language in general.
3. To develop a concept of grammaticality.

C. Language and Rhetoric

1. To become awar of fundamental usage problems and rules.
2. To understand the sociological rather than linguistic basis of usage rules.
3. To improve writing, speaking, and listening performance through a conscious application of knowledge of language.
4. To learn basic punctuation rules.
5. To use knowledge of language to develop a competent writing "style".

6. To collect a notebook of usage and punctuation information for future reference.

D. Bibliographic Review

1. To become aware of the significant authors and titles in the area of language study.
2. To share knowledge of specific works with the other members of the class.
3. To satisfy personal interests by reading in the areaof language study.
4. To create and annotated bibliography for future reference.

E. The Non-Absolutes of Traditional Grammar

1. To understand the weaknesses and inconsistencies of the Latinized traditional grammar.
2. To understand the inadequacies of traditional definitions.
3. To see language study as a "living" non-absolute process.
4. To reach some tentative resolutions of these problems.

F. Independent Research

1. To improve research techniques.
2. To improve writing and speaking performance through a formal presentation of results.
3. To share findings by "teaching" the other members of the class.
4. To supplement knowledge of grammar with information from related areas.

VI. TEACHING METHODS:

A. Informal lectures

B. Class discussions

C. Semi-programmed text on transformational grammar
(not designed for auto-instruction)

D. Oral reports and exercises prepared by students on usage and puntuation.

E. Oral and written book reviews prepared by students.

F. Chalkboard presentations

G. Supplementary reading

H. Guest lecturers as available

I. Written exercises

J. Sentence and paragraph composition

K. Preparation of annotated bibliography as class project

L. Research project

M. Collection of research findings

N. Collection of usage and punctuation reference notebook

VII. INSTRUCTIONAL MATERIALS:

A. Texts: English Syntax by Paul Roberts

Understanding Grammar by Paul Roberts

Language/Rhetoric II by The Oregon Curriculum, Albert Kitzhaber, ed.

Writing by Patterns by Helen and Carl Lefevre

Supplementary Material:

a. Selected titles from school library (See Appendix A)

b. Journals and periodicals as appropriate

B. Teacher-prepared illustrations and exercises

VIII. EVALUATION

A. Evaluation by students:

Emphasis in the evaluation of students is objective measurement. Assignments, both written and oral, and testing instruments are used to measure the students' mastery of skills and concepts. The assignments and tests are designed in direct relation to the specific objectives set forth for each unit of study. The results are interpreted in terms of a "point system" which establishes a minimum performance level for a grade of C. Higher grades are obtained by accumlating points above this level; such an accumulation represents a high degree of student initiative and application. Failure to meet the minimum performance level results in a grade of F. There is no grade of D in Advanced Grammar. (An information sheet for students is attached.)

B. Evaluation of Course:

Two avenues of evaluation are followed simultaneously in determiming the value of the course. The first is more or less objective; the second is wholly subjective.

1. Objective evaluation: Successful performance by students on objective instruments is taken as a sign of course success in teaching those skills and concepts which lend themselves to the measurement. A statistical analysis of the results is prepared by the teacher following the completion of the course. The results are also compared with a diagnostic pre-test given at the beginning of the course.
2. Subjective evaluation: A subjective, written evaluation is made by the teacher and the students at the completion of the course. Generally the teacher attempts to convey his evaluation of student interest and motivation. Specifically, he attempts to evaluate the success of students in understanding for its own sake, and in becoming comfortable and confident in the use of the English language.

The students evaluate the course in terms of how well it met their interests and expectations. At the beginning of the course, each student responds to an attitude questionnaire. The questionnaire is then returned to the student to help him write his final evaluation. The student is also asked to suggest ways of improving the course.

'OURSE OF STUDY - SPEECH II - 446

I. NAME OF COURSE:

Speech II

II. LENGTH OF COURSE:

Speech II is a one-semester course that may serve to satisfy the language requirement of the Elective English Program.

III. GENERAL OBJECTIVES:

Speech II is aimed primarily at contest work to provide students with speech experience in live situations. Participation in Oregon speech contests will be encouraged. The polishing of each student's skills in dramatic and oral reading, debate, extemporaneous speaking, impromptu speaking, and radio announcing will be the primary goal.

IV. CONTENT OUTLINE

A. Introduction to Contest Speaking

B. Specialization

1. Debate
2. After-dinner speaking
3. Oratory
4. Extempore Speaking
5. Humorous Interpretation
6. Serious Interpretation
7. Poetry Reading
8. Radio Commentary
9. Impromptu Speaking

V. SPECIFIC OBJECTIVES

A. Introduction to contest speaking! During this introductory unit students are sxposed to all types of contest speaking experiences. Guest speakers from Willamette University, Oregon College of Education, and other sources are invited to give examples of all aspects of contest speaking. Three to four weeks are designated for this introduction.

1. To learn the organization and purpose of contest speaking.
2. To know the major types of speeches in contest speaking.
3. To become aware of the system of public speaking in Oregon
4. To review basic principles of public speaking.
5. To learn appropriate techniques of introduction necessary in contest speaking.

B. Specialization

The remainder of the 18 week semester is consumed as students specialize in one, two, or three types of contest speaking in specific preparation toward competition in speech tournaments throughout the year.

1. Debate
    - a. To learn the principles of argumentation and debate.
    - b. To develop a file of material on the current debate question for Oregon High School Speech League.
    - c. To develop creativity in thinking and in the search for new ideas.
    - d. To develop an ability to reason clearly and logically and to recognize immediately fallacies of reasoning that appear in spirited argument.

2. After-Dinner Speaking
    a. To be able to write an appropriate after-dinner speech.
    b. To present orally an effective after-dinner speech in no more than six minutes.
3. Oratory
    a. To be able to write an appropriate oratorical speech.
    b. To present orally an dffective oratory in no more than ten minutes.
4. Extempore Speaking
    a. To encourage the students to read widely the current news and events.
    b. To be able to prepare a speech in one hour from books, magazines, or notes.
    c. To present orally an extemporaneous speech in a maximum of seven minutes.
5. Humorous Interpretation
    a. To be able to select from either prose or drama, readings of substance and significance, appropriate for a humorous interpretation.
    b. To present orally a humorous interpretation in a maximum of of eight minutes.
6. Serious Interpretation
    a. To be able to select materials of substance and significance appropriate for serious interpretation.
    b. To present an effective serious interpretation in a maximum of eight minutes.
7. Poetry Reading
    a. To be able to select poems related to and organized around

a central theme.

b. To organize, introduce, relate to theme, and establish mood in an oral presentation of peotry reading of not more than eight minutes.

c. To be able to select material within each individual's graspability to understand and interpret which are good literature.

8. Radio Commentary

a. To write a script between 4.45 and 5.15 minutes long.

b. To be able to compare, contrast, or analyze news in an original written manuscript.

c. To present effectively a radio commentary within the time limit.

9. Impromptu Speaking

a. To encourage students to read widely of current news and events.

b. To be able to organize thoughts and ideas into a speech of five minutes with no previous notice or preparation time.

VI. TEACHING METHODS

A. Reading and discussion
   1. Teacher - directed
   2. Student - directed

B. Presentation of speeches

C. Research

D. Films and tapes

E. Writing assignments

F. Guest Speakers

VII. INSTRUCTIONAL MATERIAL

A. Texts

1. Speech For All, Fort Markert
2. The New American Speech, Hedde
3. Modern Debate: It's Logic and Strategy, Kruger
4. Competative Debate: Rules and Techniques, Musgrave
5. How to Debate, Summers
6. Dynamics of Debate, Moulton
7. Principles of Argumentation and Debate, Capp
8. Speech In Action, Robinson and Lee
9. Interpretive Reading, Lowrey

B. Films - Tapes

VIII. EVALUATION

A. Effectiveness of Instruction

The effectiveness of instruction is evaluated by objective and subjective devices, but mainly by participation in class activities. The students' speeches are evaluated both objectively and subjectively on presentation and organization. Through a constant participation in class activities the student is avle to demonstrate such subjective qualities as interest and motivation. Success in speech tournaments demonstrates effective instruction.

B. Value of the Course

1. By Students: The students make a comparative assessment of the course. At the beginning of the course, they establish through discussion their expectations of the course. After completing the course, they evaluate the course in wirting; they also suggest ways of improving the course.
2. By Teacher: At the end of the course the teacher evaluates

the course in writing in relation to the objectives set forth in the course of study. The evaluation is based on the student's comments and his own observations.

COURSE OF STUDY - SPEED READING

I. OBJECTIVES

Learning to read is a continuous process, the complexities of which are not completely resolved at any one stage of develpoment. Reading Efficiency is a one semester class; it is an attempt to offer a balanced program to students who can profit form additional help in the skill of reading although they are progressing satisfactorily, but not really making use of their potential.

In the Reading Efficiency class certain characteristics of an effective reader will be stressed. These characteristics are:

A. Purpose - a reason for reading that transcends the fact that an assignment has been made.
B. Comprehension - the ability to understand the leteral vocabulary, read between the lines and interpret what is read.
  1. Vocabulary
  2. Word Analysis
  3. Contextual clues
  4. Flexible reading rate

II. SPECIFIC OBJECTIVES

A. An Organized Study Approach
  1. Technique applied in various textbooks
  2. Daily practice of the technique
B. Vocabulary Development
  1. Wide reading
  2. Direct Approach
    a. Identify affixes and roots
    b. Learn vocabularies in reading context
    c. Through use of analogies (solving and making)
C. Developing Good Reading Habits
  1. Become aware of idea-phrases
    a. Be able to find the author's basic idea
    b. To recognize "no-meaning" words
  2. Be able to read idea-phrases
  3. Eye exercises
  4. Concentration
    a. Proper reading environment
    b. Reading posture
D. Reading Comprehension
  1. Purpose for reading to be done
    a. Short range purpose
    b. Long range purpose
  2. Finding writer's main idea
    a. Locating topic sentence
    b. Typographical clues
      1. Words in italics
      2. Underlining
      3. Capital letters
      4. Pointer words
      5. Graphics
  3. Improtance of note taking
  4. Ability to outline
  5. Ability to summarize

LITERATURE

COURSE OF STUDY - GENERAL NOVEL, 461

I. NAME OF COURSE:

General Novel

II. LENGTH OF COURSE

General Novel is a one semester course which may be used to satisfy the literature requirements of the English program.

III. GENERAL OBJECTIVES:

The course is intended for the average student interested in reading novels and understanding some of the basic reasons for their existence.

A. To acquaint the student with the entertainment and educational values of novels.

B. To instill a student with a desire to read.

C. To expose the student to a variety of novels whereby he can appraise the value of heman experience within his own sphere.

D. To extend the student's experience beyond himself and his immediate community.

IV. CONTENT OUTLINE:

A. Introduction to the Novel

B. How to Read a Novel

C. Elements of the Novel

D. West Side Story - Irving Shulman

E. The Spy Who Came in From the Cold - John Le Carre'

F. Individualized Study

V. SPECIFIC OBJECTIVES OF MAJOR DIVISIONS

A. Introduction to the Novel

1. To acquaint the student with a variety of novels in his interest area.

2. To explain how novels express the philosophy and experiences of the author.

3. To learn the function of novels in our society as a means of communication.

4. To understand that novels can be read for both enjoyment and knowledge.

B. How to read a novel

1. To understand the hopes and fears of society

2. To learn that each person has his own life story, ambitions, and memories

3. To understand the motivations behind our behavior

4. To understand the author's motive in writing the novel

5. To have a knowledge of what the characters feel about life

C. Elements of the Novel

1. Historical Background

a. To understand the social, political, and economic occurences at the time the book was written

b. To have a knowledge of circumstances of special interest associated with the composition of the novel

2. Setting

a. To have an understanding of how much time the action covers

b. To learn how the author treats time gaps

c. To understand how the setting is presented (through thoughts and action, through photographic details)

3. Plot

a. To differentiate between the story and the plot

b. To be able to identify the protagonist and antagonist

c. To explain the nature of the conflict

d. To see if the conclusion of the story is satisfactory

4. Characters

a. To understand the important characteristics of the major characters

b. To know how the characters change as the story proceeds

c. To learn the fundtion of each character in the story

d. To learn if the characters are realistically consistent and sufficiently motivated for whatever change occurs in them

e. To understand toward which characters the author feels sympathy; toward which antipathy

5. Style

a. To determine the kind of dialogue the characters use and its appropriateness

b. To know the frequency of dramatic situations

c. To determine the author's style (clean-cut or complex and involved)

d. To understand the point of view from which the novel is written and to determine the consistency of this viewpoint

6. Classification of the Novel

a. To learn if the novel is one of character, action, setting or idea

b. To understand the literary tradition in which the novel was written

Two novels are read in class to acquaint the student with the novel as a type of literary genre. Each novel is studied in relation to material given on the novel. The student's read the novel for enjoyment but with a knowledge of the novel as a form of artistic expression.

D. West Side Story by Irving Shulman

1. To show how fear and dissatisfaction with oneself and one's way of living cause internal and external strife

2. To learn that fear and dissatisfaction cause some people to group together in order to protect their interests

3. To understand that hatred is a result of dissatisfaction, fear, frustration, lack of love, failure to recognize similarities, and relentless concentration on differences

4. To show how failure to recognize and understand their similarities caused them only to see their differences

5. To show how two individuals were temporaily able to overcome their personal fears and group frustrations and to love each other

6. To understand how the gang's collective hatred caused them to destroy the individual love of Tony and Maria

7. To show how common hatred led to a common tragedy

8. To point out the close relationship between ignorance and prejudice, and ignorance and fear

9. To encourage investigation of one's own attitudes towards others

10. To encourage personal comparison of one's own feelings with storybook characters

E. The Spy Who Came in From the Cold by John Le Carré

1. To acquaint the student with the techniques of adventure stories

2. To enjoy reading the story while keeping the techniques of development in mind

3. To acquaint the student with the social complications of War

4. To develop an understanding of the philosophy and intricacies of espionage

5. To trace the development of the major characters--their rise and fall

6. To understand the workings of communism as presented in the novel

7. To acquaint the student with the problems which arise when opposing cultural heritages are brought together

F. 1984 by George Orwell
Brave New World by Aldous Huxley

1. To aquaint the student with Utopian literature

2. To show the effectiveness of these novels as warnings

3. To develop an understanding of the value of individuality and freedom

4. To understand the control of people's minds as it is presented in the novels

5. To show the student the prophetic elemements of the novels

6. To compare the forcasts of the two authors

7. To assess the applicability of the forcasts today in various systems of government

8. To encourage the student to think about the world he lives in and its future

G. Individualized Study

This program is designed to allow the student the freedom to choose novels within his interest and reading level

1. To learn how to read for enjoyment
2. To enable the student to relate material given in class to his outside reading
3. To acquaint the student with a wide range of reading experance

SPECIAL MATERIALS

See attached list for recommended reading

VI. TEACHING METHODS

The course is designed for individualized study of novels. Each student is required to read 6 books outside the classroom with a specific paper to be written on each novel.

A. Group Instruction

B. Class Discussion

C. Panels

D. Supplementary reading

VII. INSTRUCTIONAL MATERIALS:

A. Film: The Novel: What it is, What it is about, What it does

B. Supplementary books: See attached list

C. Speakers when available

VIII. EVALUATION OF THE COURSE:

The instructional effictiveness of the class is measured through subjective and objective testing. Grading is to be on concepts and ideas rather than on factual material. Individual projects are graded according to the student's ability to relate his material to a specific concept developed through class discussions. Quizes and tests are given to evaluate the student's learning progress.

At the beginning of the semester, each student is to write a criteria of his expectations of the course. At the end of the course, the student is to write an evaluation of the course, giving as assisment of material covered and how the course could be improved. The teacher also evaluates the material covered in relationship to motivation and student interest.

GENERAL NOVEL

HUMAN INTEREST - LIFE AND VALUES

Braithwaite, E.R.	- To Sir, With Love
Burgess, Alan	- The Inn of the Sixth Happiness
Costain, Thomas B.	- The Silver Chalice
Drury, Allen	- Advice and Consent
Ferber, Edna	- Giant
Gilbreth, John	- Cheaper By The Dozen
Golding, William	- Lord of the Flies
	- The Inheritors
Green, Hannah	- I Never Promised You a Rose Garden
Hatch, Eric	- The Horse in the Gray Flannel Suit
Hersey, John	- A Single Pebble
Hilton, James	- Goodbye, Mr. Chips
Hine, Al	- The Unsinkable Molly Brown
Hulme	- The Nuns Story
Kata, Elizabeth	- A Patch of Blue
Kauffman, Bel	- Up The Down Staircase
Keyes, Daniel	- Flowers for Algernon
Lederer, Williams	- A Nation of Sheep
McCullers, Carson	- The Member of the Wedding
Orwell, George	- Animal Farm
	- 1984
Salisbury, Harrison	- The Shook-up Generation
Stone, Irving	- The Agony and the Ectasy
Wibberley, Leonard	- The Moues that Roared

MYSTERY - ADVENTURE

Beach, E. L.	Submarine
Bligh, William	The Mutiny on the Bounty
Brickhill	The Great Escape
Burroughs, Edgar Rice	The Son of Tarzan
Catton, Bruce	A Stillness at Appomattox
Canaways, W. H.	A Boy Ten Feet Tall
Carrighar, Sally	Wild Voice of the North
Crichton, Robert	The Great Imposter
De La Roche, Mazo	The Master of Jalna
De Sanit Exupery, Antoine	Night Flight
Dolye Arthur Conan	Hound of the Baskervilles
Edmonds	Drums Along the Mohawk
Forbes, Ester	Johnny Tremain
Gardner, Erle S.	Murder Up My Sleeve
Holding, Elizabeth S.	The Unifinished Crime
Hope, Anthony	The Prisoner of Zenda
Jackson	The Haunting of Hill House
London, Jack	Sea Wolf
MacLean, Alistar	The Guns of Navarone
Maughn, Somerset	The Red and the Black
Michner, James A.	Bridges of Toko-Ri
Norris	Mystery House
Roberts, Kenneth	Northwest Passage
Runfield, Fred	Trappers of the West
Sabatine, Rafael	Captain Blood
Shelley, Mary	Frankenstein
Silitoe, Alan	The Lonliness of the Long-Distance Runner
Verne, Jules	Around the World in 80 Days
	20,000 Leagues Under the Sea
Voight, Virginia	Treasure of Hemlock Mountain
Wallace, Lew	Ben Hur
Wilder, Thornton	The Bridge of San Luis Rey

ANIMAL STORIES

Bagnold, Enid - National Velvet

Bunford - Incredible Journey

Crichton, Robert - The Rascal and the Road

Gipson, Fred - Old Yeller
- Savage Sam

Rawlings, Marjorie - The Yearling

Sewell, Ann - Black Beauty

TEEN-AGE STORIES

Adamson, Joy	- Forever Free
Brown, Robert S.	- Perfect Game
Cavanna, Betty	- Fancy Free
Craig, Margaret	- Now That I'm Sixteen
Du Mauries, Daphne	- Rebecca
Emery, Anne	- Dinny Gorden - Sophmore
	- Married on Wednesday
Felson, Henry	- Crash Club
	- Street Rod
Finney, Gertrude	- The Plums Hang High
French, Caroline	- Nurse Anne'Impersonation
Hinton, S. E.	- The Outsiders
Hunt, Irene	- Across Five Aprils
Jacobs, Emma	- A Chance to Belong
Roberts, Vriginia	- Once A Nurse
	- Studio Nurse
Schulman, Max	- The Many Loves of Dobie Gillis
Seifert, Elizabeth	- The Story of Andrea Fields - Woman and Doctor
Shepman, Natalie	- Once Upon A Summer
Stewart, Mary	- The Moon Spinners
Stolz, Mary	- The Sea Gulls Woke Me
	- Student Nurse
Tohourdin, Jill	- Summer Lighting
Trahev	- The Trouble with Anges

COURSE OF STUDY - AMERICAN NOVEL, 462

I. NAME OF COURSE:

American Novel 462

II. LENGTH OF COURSE:

This is a semseter course.

III. General Objectives:

This course is designed for those students who have a special interest in American traditions and background. The novels selected for this course will deal with particular eras in American literature and with social and personal problems of an ever changing America. Analysis as well as appreciation will be stressed in classroom work. In short, the aim is to enjoy, to discuss, and to understand life in America - past and present.

IV. Content:

The American Novel class will consist of reading and discussion of several American novels, showing changes and continuing similarities in the American novel from mid-19th century to mid-20th century.

The following novels will be read and discussed by all the students:

Unit I Symbolic Tragedy

Billy Budd

Unit II Regionalism and Realism

The Adventure of Huckleberry Finn

Red Badge of Courage

Unit III Satire and Humor

The Pushcart War

Unit IV Domestic Tragedy

Ethan Frome

Unit V Social Criticism

Native Son

Unit VI Youth and World War II

A Separate Peace

If there is extra time

Bridge of San Luis Rey

The Bear

V. SPECIFIC OBJECTIVES

A. Symbolic Tragedy

1. Billy Bud
    - a. To discuss the form and style of the novel.
    - b. To indentify the theme of the novel.
    - c. To evaluate the characters and their values.

B. Regionalism and Realism

1. The Adventures of Huckleberry Finn
    - a. To discuss the use of dialect to reveal character and setting.
    - b. To identify differences between Twain's setting and student's own local.
    - c. To discuss Jim's problems and relate them to present day happenings.
    - d. To evaluate the characters and their values.
    - e. To identify the themes of the novel.
    - f. To discuss the symbols in the novel.

    - g. To discuss the incidents that take place when Huck and Jim leave the river.
  - 2. The Red Badge of Courage
    - a. To discuss the form and style of the novel.
    - b. To identify literary allusions which make The Red Badge of Courage a realistic novel.

C. Satire and humor

- 1. The Pushcart War
  - a. To discuss the form and style of the novel.
  - b. To enjoy reading.
  - c. To identify the satire in the novel.

D. Domestic Tragedy

- 1. Ethan Frome
  - a. To identify the theme of the novel.
  - b. To evaluate the characters and their values.
  - c. To identify the irony in the novel.

E. Social Criticism

- 1. Native Son
  - a. To identify the themes of the novel.
  - b. To evaluate the characters, their values, and their places in society.
  - c. To discuss the social criticism in the novel.
  - d. To discuss Bigger's problems and relate them to present day happenings.
  - e. To discuss Bigger's change in attitude throughout the novel.

Member of the Wedding, by Carson McCullers

Giant, by Edna Ferber

Arrowsmith, by Sinclair Lewis

Andersonville, by MacKinlay Kantor

The House of the Seven Gables, by Hawthorne

If not read in class.

The Bridge of San Luis Rey, by Thornton Wilder

F. Youth and World War II

1. A Separate Peace

a. To discuss the form and style of the novel.

b. To evaluate the characters, their values, and their places in society.

c. To discuss the symbolism and comparisons in the novel.

VI-VII TEACHING METHODS AND MATERIALS

A. Texts

whole class

Billy Budd

The Red Badge of Courage

Hunkleberry Finn

The Pushcart War

Ethan Frome

Native Son

A Separate Peace

The Bridge of San Luis Rey

The Bear

panels

The Last of the Mohicans

The Scarlet Letter

Washington Square

The Oxbow Incident

B. Methods

Class discussions

Panel presentations on four novels throughout the semester - two each term (The Last of the Mohicans, The Scarlet Letter, Washington Square, The Oxbow Incident)

Short writing assignments on each novel.

Films

A report and discussions with teacher on one novel outside of class.

C. Audio Visual Aids

Films:

The Novel: What it is, What it's About, What it Does

Mark Twain's America

American Literature The Realists

The Sea: Background for Literature

Huck Finn and the American Experience

The Art of Huck Finn

What Does Huck Finn Say

VIII. Evaluation

Student Evaluation

Student evaluation is measured by composition work, objective and subjective testing, participation on a panel, discussion in calss, and a report and discussion with the teacher on one novel outside of class. A uniform grading system based upon percentage is used on all composition work, tests, and reports.

Course Evaluation

At the beginning of the course the students fill out a questionnaire asking why they are taking American Novel and what they expect to get out of it. At the end of the semester they evaluate the course commenting on what they got out of the course and making suggestions for improvements.

American Novels

Go Tell it on the Mountain, by Baldwin

The Invisible Man, Bu Ralph Ellison

Grapes of Wrath, by John Steinbeck

A Farewell to Arms, by Hemmingway

The American, by Henry James

The Jungle, by Upton Sinclair

A Connecticut Yankee in King Arthur's Court, by Mark Twain

The Craine Mutiny, by Herman Wouk

An American Tragedy, by Theodore Dreiser

Sister Carrie, by Theodore Dreiser

Light in August, by William Faulkner

The Sun Also Rises, by Hemingway

In Cold Blood, by Truman Capote

The Heart is a Lonely Hunter, by Carson McCullers

Uncle Tom's Children, by Richard Wright

Babbit, by Sinclair Lewis

Gone With the Wind, by Margaret Mitchell

Mainstreet, by Sinclair Lewis

Northwest Passage, by Kenneth Roberts

Moby Dick, by Herman Melbille

Rise of Silas Lapham, by William Dean Howells

The Octopus, by Frank Norris

Bridges at Toko-ri, by James Machener

The Great Gatsby, by F. Scott Fitzerald

COURSE OF STUDY--MODERN SHORT STORIES, 464

I. NAME OF COURSE

English 464, Modern Short Stories

II. LENGTH OF COURSE

Modern Short Stories is a one-semester course that may serve to satisfy the literature requirement of the Elective English Program.

III. GENERAL OBJECTIVE:

The short stories read cover a wide range of modern issues, problems, and aspirations. An attempt is made to consider stories whose subject are specifically relevant to youth. Students will read stories from a variety of countries, and they will also read stories centered on specific themes. If a single, general objective may be isolated, it is this:

> The purpose of Modern Short Stories is to promote the intelligent pleasurable reading of as many stories as possible.

IV. CONTENT OUTLINE

A. Introduction to the Short Story as a Genre

B. Classifications

C. Reading of Short Stories

1. Stories from other countries

2. Stories presented thematically

V. SPECIFIC OBJECTIVES

A. Introduction to the Short Story as a Genre

During this introductory unit, the students are introduced to the short story as a literary genre.

1. To become aware of the short story as a distinct art form.

2. To give the background necessary for an intelligent reading of short stories.

3. To study the techniques of a short story.

    a. setting
    b. plot
    c. symbolism
    d. characterization
    e. theme
    f. irony
    g. point of view
    h. atmosphere

B. Stories from other countries

1. Afro-American

2. Russian

3. Spanish

4. Japanese

5. Chinese

6. English

C. Stories presented thematically

1. Science Fiction

    All the Time in the World
    Pail of Air
    Walk in the Dark
    Wake for the Living
    Doodad

2. Mystery

    Case of the Irate Witness
    Witness for the Prosecution
    Four and Twenty Blackbirds
    Miss Hinch

3. Emotional Encounters

    Sucker
    A Turn With the Sun
    Richael Egerton
    Strawberry Ice Cream Soda

4. War

    For Esme with Love and Squalor
    War
    The Sniper
    Bloodletting
    Occurrence at Owl Creek Bridge

5. Teenage Relationships

    Sense of Shelter
    When the Two Hands are up
    Time of the World
    Irene, Goodnight
    Too Early Spring

VI. TEACHING METHODS

A. Reading and discussion is the basic approach used in studying the short story.

    1. Teacher-directed

    2. Student-directed

B. Informal lectures by the teacher

C. Writing assignments

    1. group writing of a short story plot outline

D. Tests and quizes

E. Readings by the Teacher

VII. INSTRUCTIONAL MATERIAL

A. Texts (Underlining assumed)

    Points of View

    Ten Modern American Short Stories

    Adventures in American Literature

    Adventures in Appreciation

    Twenty Grand Short Stories

COURSE OF STUDY - AMERICAN SHORT STORIES, 465

I. COURSE NAME:

American Short Stories, 465

II. LENGTH OF COURSE:

American Short Stories is semester course equal to a literature credit in their Elective English Program.

III. GENERAL OBJECTIVES:

This course functions as an integral part of the Elective English Program Appreciation of the short story as a literary form which relates to human experience is the major objective. This course, therefore, presents:

A. Insights into human relationships.

B. Basic facts about the development of the short story in the U. S.

C. Knowledge of the author's craft.

D. Awareness to the different worlds of the short story.

IV. Content Outline:

A study of American Short Stories is organized into the following sections:

A. Chronological study of the American short story.
B. Study of contemporary American short stories from Mid-Century, Prescott, ed. Research paper.
C. Independent reading of 2 extra short stories a week.
D. Study of elements related to short stories.

V. Specific Objectives

A. Chronological Study of the American short story--3 weeks

1. Study of eminent authors from 18th century to 20th century
   a. study of their backgrounds as related to their stories
   b. study of their styles of writing

2. Authors to be studied:
   a. Washington Irving
   b. Mathaniel Hawthorne
   c. Bret Harte
   d. Stephen Crane
   e. Mark Twain
   f. Jack London
   g. O'Henry
   h. Theodore Dreiser
   i. Willa Cather
   j. Sherwood Anderson
   k. Ernest Hemingway
   l. Stephen Vincent Benet

m. Wallace Stenger
n. Thomas Wolfe
o. John Steinbeck
p. William Faulkner
q. Katherine Anne Porter
r. James Thurber
s. Irvin Shaw
t. Bernard Malamus
u. Eudora Welt
v. J. D. Salinger
w. John Updike
x. Flannery O'Connor
y. Joyce Carol Oates
z. Jesse Stuart
1-a. Shirley Jackson
1-b. James Baldwin
1-c. Kurt, Vonnegurt Jr.

B. Study of the contemporary writers in Mid-Century, Prescott, ed. - 2 wks

C. Research paper on short story of own choice.
  1. read short stories, novels, poetry of author
  2. read background information on author
  3. integrate subject matter of writing and background information into a paper of approximately four type-written pages.

D. Reading of 2 extra short stories a week
  1. reading done first nine weeks
  2. students choose stories by the authors being studied.
  3. from this list students should be able to pick four authors for study during second nine weeks.

E. Study of terminology related to short stories integrated into studies of all stories and authors that best help to define each term.

IV. TEACHING INSTRUCTION

A. Large group lecture discussion

B. Small group

C. Individual confrontation with
  1. fellow students
  2. teacher

D. Panel discussions of stories

E. Composition work corresponding to story

F. Library work regarding author's circumstances causing them to write how and why they did.

G. Examination of television programs presenting short stories.
  1. Brevity
  2. Single episode
  3. Emotional impact

467 SHAKESPEARE - A COURSE OF STUDY

Objectives

The purpose of a one semester English course in Shakespeare can be summarized as an exercise in understanding and enjoying some of the most beautiful and exciting writing in the English language. The Shakespeare course is primarily concerned with visualizing the staged Shakespearian play by means of imaginative reading. The philosophical value of the plays is stressed as well as the plot and character development. While some biographical information is necessary, the focus of the course is on character, theme, structure, tone, mood, use of figurative and literal language, poetic quality and stage business.

The Shakespeare student has the teachers help in removing language and syntactic barriers to understading and enjoyment. The student reads works which are representative of the major divisions in the Shakespearian cannon. He is responsible for accurate reading and analitical thought demonstrable in class discussion and analitical quizes. Furthermore, by analyzing pattern of structure, rhetorical devices, techniques of characterization, the use of multiple plots, the use of contrast and parallels, historical demands and background, and above all connotative words, phrases and figures of speech, the student should develop an understanding of the precision with which a Shakespearian work not only expresses ideas but suggests specific attitudes and evokes particular emotional responses.

Scope and Sequence

A. Unit I Biography - 1 week

The purpose of this unit is to give the student a personal and historical background from which to approach the plays of William Shakespeare esq.

1. Materials

(a) Shakespeare of London - Chute

(b) Twisted Tales from Shakespeare - Armor

2. Special Devices

(a) Transparencies

Shakespeare's theater

costumes

(b) Films

"William Shakespeare's England"

3. Evaluation

(a) Quiz

B. Unit II Comedy - 2 weeks

The purpose of this unit is to introduce Shakespearian comedy and its divices to the student. Parallel plots, mistaken identity and puns are the center of the discussions which lead to understanding the human foibles around which Shakespeare develops his comedy.

1. Materials

(a) Taming of the Shrew

(b) Twelfth Night (alternate reading)

2. Special Devices

(a) stories from S- Chute

3. Evaluation

(a) class discussion participation

(b) quizes

C. Unit III Tragedy - 2 weeks

In this unit the student learns the philosophical and emotional basis for Shakespearian tragedy. Stage techniques for the Elizabethan use of the supernatural are studied. The Elizabethan view of the relationship of God, king, and people is studied as this principle is used in Shakespearian tragedy.

1. Materials

        (a) MacBeth
        (b) Hamlet (alternate reading)

    2. Special Devices
        (a) Twisted Tales from Shakespeare

    3. Evaluation
        (a) class discussion
        (b) quizes

D. Unit IV History - 6 weeks

This unit shows the means of dramatically portraying historical data which Shakespeare used. The student learns to recognize the author's attitudes toward particular historical events and people. The demands of the time in which Shakespeare lived are demonstrated through the reading of a collateral play. The heroic idealism of the Royalty is discovered in yet another play.

    1. Materials
        (a) Henry IV - part 2
        (b) Merry Wives of Windsor
        (c) Henry V

    2. Special Devices
        (a) Stories from Shakespeare - Chute

    3. Evaluation
        (a) class discussion
        (b) written analysis of character comparisons
        (c) quizes

E. Unit V Comedy Revisted - 2 weeks

The purpose of this unit is to give the student a chance to read comedy with the background already present to enjoy Shakespeares machinations in stagecraft and words play. The student comes to grips with the social interplay which is involved in comedy.

1. Materials

   (a) *A Midsummer Nights Dream*

2. Special Devices

   (a) Twisted Tales from Shakespeare

   (b) Stories from Shakespeare - Chute

3. Evaluation

   (a) class discussion

   (b) written analysis of comedic principles

   (c) quizes

F. Unit VI *Tragedy Concluded* - 2 weeks

This unit allows the student to understand why a theatre goer leaves a tragedy feeling like there is hope for humanity even after seeing a sad and terrifying play. This play ends the study of Shakespeare's Drama and therefore the enjoyment of a tragedy is the final step for the reader.

1. Materials

   (a) *Julius Caeser*

2. Special Devices

   (a) Wayne and Shuster recording

   (b) Stories from Shakespeare - Chute

3. Evaluation

   (a) class discussion

   (b) written analysis of personal quality found in tragedy

   (c) quizes

G. Unit VII *Sonnets* - 2 weeks

The student will spend his time reading and discussing some of Shakespeare's better known sonnets. The historic place of these is the least important quality discussed. The lyric quality and the structural devices are dealt with in some length.

1. Materials
    (a) Sonnets from Shakespeare
2. Special Devices
    (a) Twisted Takes From Shakespeare
3. Evaluation
    (a) Class discussion
    (b) quizes

Course Evaluation

A pretest is given to determine the students expectations. This is followed by an opinionaire at the conclusion of the course. The later determines the attitude of the student toward the course and his feelings about what he got out of the course. A comparison is then made to arrive at some determination of the value of the course to the individual as well as to determine justifiable revision of the course in the future.

COURSE OF STUDY - DRAMA I, 468

Drama I is not necessarily designed to inculcate the idea that "the play's the thing." It is hoped, nonethe less, that during this course students can see through dramatic medium the problems and conflicts in life that bring them closer to self-discovery and self-discipline.

Drama I will be an attempt at offering a dramatic history. The course will span dramatic literature from the earliest of the Greeks to the contemporary plays of Eugene Ionesco, Edward Albee and Murry Schisgal.

Particularly stressed will be drama as a literary style, but the relevance of the play to society (past or present) will be underscored. Oral interpretation of the plays included in the course will recieve significant emphasis.

In addition to the tilerary value of the plays studied, biographical studies of prominent playwrights will be included.

Drama I will attempt to broaden a student's background. It is hoped that Drama I, in conformity with the entire broad design of the new English curriculum, will lend itself to the student's pursuit of pleasure and furnish a new discipline within which the student can find present satisfaction and future aspriation.

I. UNIT I - Backgrounds in the Theater

The first half of this unit will cover a period starting with the Greeks and their early drama continuing through the end of the nineteenth century.

Skills to be developed:

a. the discovery of dramatic origins

b. the tragic flaw as the basis of a dramatic work

c. interpretation and analysis of drama as an art form

d. applying theory and criticism to tragedy and comedy

e. finding the foundation of modern drama in earlier dramatic works

Plays to be studied in this unit include:

a. "Oedipus Rex," Sophocles

b. "Antigone," Sophocles

c. "Candide," Voltaire

d. "Three Sisters," Chekhov

e. "Ghosts," Ibsen

f. "The Wild Duck," Ibsen

g. "The Master Builder," Ibsen

h. "Pygmalion," Shaw

i. "Mrs. Warren's Profession," Shaw

j. "Red Roses for Me," O'Casey

II. Contemporary Drama, particularly American and British

This unit will cover contemporary drama from the radical departures of Eugene O'Neill and early absurdists to the new concepts of the Theater of the Absurd, as represented by Murray Schisgal and Edward Albee.

Skills to be developed are:

a. understanding comment of the dramatist upon contemporary social dilemmas

b. comparing modern works with those of the classical dramatists

c. demonstrating written and oral ability in comparing contrasting related plays

Plays to be studied in this unit include:

a. "The Hairy Ape," O'Neill

b. "Our Town," Wilder

c. "The Time of Your Life", Saroyan

d. "The Glass Menagerie," Williams

e. "All My Sons," Miller"

f. "The Iceman Cometh," O'Neill

g. "A Streetcar Named Desire," Williams

h. "Death of a Salesman," Miller

i. "Mister Roberts," Heggen and Logan

j. "Come Back, Little Sheba," Inge

k. "The Bald Soprano," Ionesco

l. "West Side Story," Laurent, Robbins and Bernstein

m. "Look Back in Anger," Osborne

n. "A Raisin in the Sun," Hansberry

o. "A Man of All Seasons," Bolt

p. "The Sand Box," Albee

q. "Luv," Schisgal

The basic method for the study of each play will be a read-through in class -- assigning the parts in a particular scene to the various students in:

a. Division of class into teams for the purpose of presenting scenes from various plays.

b. Each student will be responsible for an intensive research project on one of the playwrights studied or one approved by the instructor.

c. Character studies.

d. Students will be assigned various parts from plays for the purposes of line memorization, oral interpretation and character development.

Instructional materials will include:

1. Films:
    a. Oedipus Rex
    b. Death of a Salesman
    c. All available filmed versons of plays covered in course
2. TV Programs
    a. Assignment to watch TV specials of plays covered in course
3. Field Trips
    a. To plays in the area
    b. Student subscription to Portland Repertory Theater (if available)
    c. To pertinent films in the local area

D. Evaluation

1. Quotation quizzes
2. Essay and objective examinations
3. Assigned research studies
4. Oral interpretation

Students will be asked to evaluate the course through questionnaires. The questionnaire issued at the end of the semester will emphasize course content and students' opinions on the plays read in the class.

Drama I

General Objectives

The student will learn basic techniques of various aspects of Drama, acting, set design and construction, costuming, makeup, and lighting. The Student will learn an appreciation of dramatic literature through the study and class production of scenes and one-act plays.

Pre-Test:

Specific Objectives:

1. 70% of the students will learn fundamental theories of acting.
2. 35% of the students will learn the techniques of set design and construction, costuming, makeup, and lighting through active participation in a school play.
3. 75% of the students will learn the specific uses of dialogue in a play; to reveal the characters; to advance action; to relate the situation.
4. 60% of the students will develop an appreciation for drama as an art form.

COURSE OF STUDY - HUMANITIES - 470

I. NAME OF COURSE:

Humanities

II. LENGTH OF COURSE:

Humanities is a one semester elective course which may be used to satisfy the literature requirement of the elective English program.

III. GENERAL OBJECTIVES:

A. To define the humanities through art, music, philosophy, history language, drama and theatre

B. To expose the student to his cultural and intellectual heritage

C. To awaken a sense of values and to encourage and examination of these values

D. To provide a climate in which the student may realize his potential for being a thinking, believing, acting, feeling person

E. To extend the pupil's experience beyond himself and his immediate community

IV. CONTENT OUTLINE:

A. Introduction to Humanities

B. Philosophy

1. Philosophical ideas and ideals
2. Definition and scope of philosophy
3. The Method of Philosophy
4. The Uses of Philosophy
5. The Philosopher and his work
6. Observations on the History of Philosophy

C. Art - Painting, Sculpture, Architecture

1. Generic notion of art
2. Art as imitation
3. Art and emotion
4. History of Art: Progress in art as measuring stages of civilization
5. Philosophy of Modern Art

D. Music

1. Intricacies of musical concepts
2. History of Music
3. The Uses of Music
4. Relationship of philosophy to music
5. Music Forms

E. History

1. History as knowledge and as literature
2. Relationship to the development to culture
3. The Philosophy of History

F. Language

1. Nature and functions of language
2. Growth of language
3. Language as communication

G. Drama and Theatre

1. Drama and Primitive Peoples
2. The Greek Theatre
3. Medieval Theatre
4. Shakespeare's Theatre
5. Modern Theatre

V. SPECIFIC OBJECTIVES OF COURSE:

A. Introduction to Humanities

1. To explain the student's role in his heritage
2. To learn the function of humanities in our culture
3. To explain the relationship of the development of the individual mind to our cultural heritage

SPECIAL MATERIALS:

Film: Humanities - what they are what they do

B. Philosophy

1. Philosophical ideas and ideals
    - a. To open an awareness of the student's own personal philosohpy
    - b. To relate personal philosophy with that of the peer group
    - c. To discover how an individual philosophy is formed
    - d. To discuss how a personal philosophy governs our behavorial attitude toward life
    - e. To relate moral and ethnic values to a philosophy of living
    - f. To understand the changing philosophical trends of a changing society
2. Definition and scope of philosophy
    - a. To understand the descriptive meaning of hpilosophy
    - b. To understand an evaluative meaning
    - c. To relate philosophy to myth, poetry and history
3. The Method of Philosophy
    - a. To discover the foundations of philosophy in experience and common sense
    - b. To understand the philosopher's appeal to first principles, then to definition

c. To determine the processes of philosophical thought through:

induction	demonstration
intuition	reasoning
definition	analysis.

4. The Uses of Philosophy: Aim, Function, Value
    - a. To determine the philosophical mode of life - contemplation and happiness
    - b. To understand philosophy as a moral discipline
    - c. To learn of the social role of philosophy
5. The Philosopher and his work
    - a. To understand the philosopher as a man of theory or vision
    - b. To see the philosopher as a man of theory or vision
    - c. To understand the philosopher as a man of reason, not as a man of opinion
6. Observations on the History of Philosophy
    - a. To cover the development of philosophical thought through:

Socrates	Rousseau
Aristotle	Nietzche
Augustine	Mill
Descartes	Bentham
Kant	

    - b. To relate the historial development to the trends of philosophical thinking today

Special Methods:

Film: Bertrand Russell Discusses the Role of the Individual

Guest speakers as available

C. Art

The Arts include the development of painting, sculpture and architecture as it affects our culture today.

1. The generic notion of art: skill of mind in making
    - a. To acquaint the student with whys of artistic expression
    - b. To understand the variety of creative thought and process
2. Art as imitation
    - a. To comprehend the intuitive reasoning of the imitative processes
    - b. To know the sources of art in experiences, imagination and inspiration
3. Art as emotion
    - a. To explain the emotional process of artistic development
4. History of the Arts: Progress in art as measuring the stages of civilization
    - a. To give the student an historical background of the development of painting, sculpture, and architecture through study of specific historical eras:
        - Classical
        - Renaissance
        - Neo-Classical
        - Romanticism
        - Realism
        - Naturalism
        - Impressionism
        - 20th Century:
            - Cubism
            - Surrealism
            - Expressionism
            - Dadism
            - Op-Art
5. Philosophy of Modern Art
    - a. To develop an understanding of the relationship of philosophy to the development of art today

b. To understand the function of art forms in the 20th century

SPECIAL METHODS

1. Field Trips as available
2. Guest speakers as available
3. Films:

--Slide Lectures: *Intoduction to Art*
700 Years of Art
Survey of American Painting

--*Treasures of Time*: Sculpture
Treasures of Time: Painting

D. *Music*

1. Intricacies of musical concepts
    a. To know the variety of musical concepts
    b. To understand the make-up of musical sounds
    c. To be aware of the philosophy behind creativity in music
2. History of Music
    a. To create an interest in the development of music through the ages
    b. To learn of the instruments and dancing which contributed to the development of musical forms
    c. To compare the first musical concepts to those of today
3. The Uses of Music
    a. To create an understanding of the variety of uses for music
    b. To relate the development of specific forms to the development of our culture.
4. Relationship of philosophy to music
    a. To create an interest in relating philosophical concepts to thoes of music

b. To understand the dependency of one culture medium upon another

5. Music Forms

a. To compare a varieyt of types of musical forms through:

Classical	Soul
Opera	Rock
Folk	Electronic Music
Jazz	

SPECIAL METHODS:

1. Guest Lectures as available
2. Records and tapes as available
3. Field trips as available
4. Films: Folk Song Fantasy
   Introduction to Jazz
   Folksongs of American History
   American Music: Folk, Jazz - Pop

E. History

1. History as knowledge and as literature
   a. To distinguish history form poetry, muthology and philosophy
   b. To understand the relationship of history and language
2. Relationship of history to the development of culture
   a. To understand the role of history in the education of the mind
   b. To understand history in the guidelines of human conduct
3. The Philosophy of History
   a. To comprehend the alternatives of fate of freedom, necessity or chance
   b. To understand history as the development of reasoning about matters of opinion - discriminating truth from error

        - c. To know the role of the individual in history - great man, hero, or leader
        - d. To understand the spirit of the time as conditioning the politics and culture of a period

F. Language

- 1. Nature and functions of language
    - a. To comprehend the role of language in thought
    - b. To know the service of language to society
- 2. Growth of language
    - a. To develop an awareness of the tradition and life of language
    - b. To create an understanding of the theories of the origin of languages
- 3. The language of communication
    - a. To understand the natural expressions of society
    - b. To learn of the language of poetry as a means of communication

G. Drama and Theatre

- 1. Drama of Primitive Peoples
    - a. To learn of the beginnings of drama
    - b. To learn about ancient traditional ceremonies and rites as forerunners to the theatre
    - c. To understand the use of dance, chants, instruments and music to stir emotions of participants and observers
- 2. The Greek Theatre
    - a. To realize the dynamic importance of the Greek period upon development of literary drama and theatre
    - b. To understand the methods used to communicate with the people of this culture
    - c. To understand the intricacies of the plays written and performed

3. Medieval Theatre
    a. To have a knowledge of the historical development of medieval drama
    b. To learn of the variety of forms of drama:
        Miracle Plays
        Morality Plays
        Mystery Plays
    c. To understand the link between medieval religious plays and Elizabethan drama
4. Shakespeare's Theatre
    a. To introduce the student to the formation and enactment of Elizabethan drama
5. Modern Theatre
    a. To learn the development of drama as an escape from reality
    b. To have a knowledge of the dramatic experimentation being used on an international scale
    c. To learn of the devleopment of the American theatre in the 20th century

SPECIAL METHODS:

Field trip as available

Film: The Greek Theatre
The Theatre - as one of the Humanities

Guest lectures as available

IV. TEACHING METHODS:

The course is designed for individualized study in subject areas. Each student is required to have one group and one induvidual project in a nine-week period.

A. Group Instruction

B. Class discussions

C. Research and presentation

D. Resource speakers and films

E. Suplementary reading

VII. INSTRUCTIONAL MATERIALS

A. See individual subject areas

B. Supplementary books available:

1. *Modern American Painting and Sculpture*
2. *Philosophy for Pleasure* - Hawton
3. *Modern Music* - Howard and Lyons
4. *Mainsprings of Civilization* - Huntington
5. *Great Ideas from Great Books* - Adler
6. *Man's Search for Himself* - May
7. *The Story of Philosophy* - Durant
8. *The Art of Thinking* - Dimnet
9. *World Folk Songs* - Marais and Miranda
10. *Story of Jazz* - Stearns
11. *Music and Imagination* - Copland
12. *Philosophy of Modern Art* - Read
13. *A Popular History of Music*

VIII. EVALUATION OF THE COURSE:

The instructional effectiveness of the class is measured through subjective and objective testing. Grading is to be on concepts and ideas rather than on factual material. Individual projects are graded according to the student's ability to relate his material to a specific concept given through class discussions. Quizes and tests are given to evaluate the student's learning progress.

At the beginning of the semester, each student is to write a criteria of his expectations of the course. At the end of the course, the student is to write an evaluation of the course, giving an assessment of material covered and how the course could be improved. The teacher also evaluates the material covered in relationship to motivation and student interest.

COURSE OF STUDY - FOLKLORE AND MYTHOLOGY, 471

I. NAME OF COURSE

Folklore and Mythology, 471

II. LENGTH OF COURSE:

Folklore and Mythology is a one semester elective course, which may be used to satisfy the literature requirement of the elective English program.

III. GENERAL OBJECTIVES:

Through a study of Folklore and Mythology, the objectives of the course are:

A. To give students a clearer understanding of the ideals esteemed by his Western civilization.

B. To provide the student opportunity to exercise his imagination and to reconsider his own sense of values through an introduction to mythical heroes.

C. To establish a series of exploratory readings by which the student may become aware of the cultural, intellectual, and ethical evolution to which he is heir and part.

D. To develop an awareness of the mafor motifs of folklore and mythology as valuable background for advances study.

E. To be entertained in terms of humor and self-definition.

IV. CONTENT OUTLINE OF COURSE:

A. Introduction to classical mythology

1. To understand what mythology is.
2. To become aware of different mythologies.
3. To know the purpose of a study of mythology.

B. Reading folklore and mythology: Creation/Gods

   1. To develop a foundation for a study of mythology and create a reference point for comparison.
   2. To become familiar with another system of mythology other than Greek and Norse.
   3. To develop a background for study of The Odyssey.

C. Reading folklore and mythology: The Odyssey

   1. To understand the narrative method of style.
   2. To understand the patterns of narrative structure.
   3. To become aware of motif in narrative structure.
   4. To realize the functions of mythology in the structure of the myth.
   5. To appreciate mythology of Western culture.
   6. To read for meaning and structure.

D. Individual Research

   1. To supplement knowledge of literature.
   2. To appreciate the art of storytelling.
   3. To share knowledge of folklore and mythology with others.
   4. To satisfy interest in this area.
   5. To improve oral and written language through the presentation of research.

E. Short prose tales: Fables/Parables/Fairy Tales/Legends/Tall Tales

   1. To understand narrative structure in the short tale.
   2. To appreciate the simple structure of the short prose tale.
   3. To understand incident detached from character.
   4. To understand the kinds of folk tale as determined by narrative patterns.
   5. To recognize folk tales as specific types.

F. Reading folklore: Yarns/Humorous Anecdotes/Superstitions

   1. To recognize other types of folklore.
   2. To be entertained by a part of cultural heritage.

G. Songs and Ballads

   1. To compare this form with other narrative methods.
   2. To develop insights into methods of transmitting folklore.
   3. To learn the variety of types of folklore.

H. Myths of the Space Age

   1. To realize the role of folklore in our time.
   2. To collect examples of mythology and folklore in modern advertising.
   3. To update knowledge of our cultural legacy and that which we will pass on to future generations.

V. TEACHING METHODS:

   A. Informal lectures
   B. Class discussions: large and small groups
   C. Research and presentation
   D. Resource speakers
   E. Supplementary reading

VI. INSTRUCTIONAL MATERIALS:

   A. Hamilton, Mythology (Mentor)
   B. Homer, The Odyssey (Mentor)
   C. Prepared materials - ditto2multilith
   D. Resource speaker (storytelling)
   E. Supplementary material (bibliography of available materials)
   F. Films: Greece: The Golden Age
      Greece: The New Age

Odyssey: The Structure of the Epic

Odyssey: The Return of Odysseus

Odyssey: The Central Theme

Myth, Superstition, and Science

African Storyteller

Heroes and Villains

Folksongs of America's History

G. Hesse, *Siddhartha*

H. Bulletin boards

I. Personal resources: totem poles, pictures, ukelele, guitar, records.

VII. EVALUATION:

A. Evaluation of Students:

The primary emphasis of evaluation is on objective measurements. Assignments and tests will be designed in direct relationship to the specific objectives. Both written and oral assignments will serve to measure concepts covered. The student's grade will be directly proportional to the completion of established basic requirements, and elegibility for a higher grade may come with the completion of additional projects.

B. Evaluation of Course:

The objective measurements used to evaluate the student may also evidence success of the total course. Analysis of the course will come in part from student interest and motivation. Subjectively, written evaluations of the course by student and teacher will be made at the completion of the course. A pretest attitude questionnaire will be returned at this time to be used in writing the evaluation. Suggestions by students on how to improve the course will be accepted, and they will evaluate the course by how well it meets needs and expectations. Correlation between course objectives and course results will be of prime importance.

THE BIBLE AS LITERATURE

I. NAME OF COURSE: The Bible as Literature

II. LENGTH OF COURSE: 1 semester (18 weeks)

III. GENERAL OBJECTIVES OF THE COURSE:

A. To be able to identify and illustrate the various types of literature found in the Bible: ode, proverbs, parable, short story, etc.

B. To develop an appreciation of the Bible as a source of interesting and meaningful literature worth reading and considering for its own sake.

C. To see the influence the Bible has had on Western thought, literature art, music, and everyday life.

D. To develop a perspective of the history of the Hebrews and of early Christians--as a nation, a race, and a religion.

E. To become familiar with outstanding characters of the Bible, concepts of Hebrew and Christian peoples, and frequent familiar allusions to the Bible in literature and the mass media.

F. To consider the universal implications of Biblical literature to social relationships, personal ethics, and religious systems of thought.

IV. CONTENT OUTLINE OF COURSE:

A. History of the Bible
  1. What is the Bible?
  2. Hebrew Canon
    a. Authors of J., D., P., and E.
    b. Council of Jamnia
  3. Christian Canon
  4. Apocrypha

    5. How do we determine an authentic Bible text?
    6. Translations of the Bible, especially those leading to the King James Version
    7. The story of the Dead Sea Schrolls and their Significance

B. Kinds of Literature in the Bible with representative examples

C. Pentateuch (Torah)

    1. The Beginnings (Gen. 1-11)
        a. The Creation
        b. The Fall
        c. Cain and Abel
        d. The Flood
        e. The Tower of Babel
    2. The Patriarchs (Gen. 12-50)
        a. Concepts of God
        b. Historical and philosophic improtance of the Patriarchs
            1) God's choice of a family
            2) Personalities of the family--Abraham, Issac, Jacob, Joseph, Lot
            3) Importance of Abraham's sacrifice
            4) The covenant and God's promise
    3. The story of Moses--Israel Enslaved and Liberated (Exodus)
        a. The biography of Moses
        b. The exodus from Egypt
        c. The giving of the law
        d. Implications of the Law as a beginning of a structured and institut o religion
        e. Hebraic concepts, past and present, of the law

D. Historical Books

    1. The Conquest of Canaan and the Period of the Jedges (Joshua, Judges, I Samuel)

a. The story of Joshua and the Fall of Jericho

b. The Period of the Judges

  1) Who the judges were

  2) Why the judges were necessary

  3) Character study of individual judges--Deborah and Barak Gideon, Samson, Samuel

2. The Period of the Kings (I and II Samuel, I and II Kings)

  a. What prompted the need of the Hebrews for kings

  b. The United Kingdom

    1) The reign of Saul: the Establishment of the Monarchy

    2) The contributions of David

      a) New Concept of God's punishment

      b) The controversial nature of David--his personal behavior, ethics, and ambition

        (1) Confrontation with Goliath

        (2) Personal relationships with Saul, Jonathan, Bathsheba, Absalom

      c) David's unification and strengthening of the Kindom

    3) The Wisdom and Splendor of Solomon

      a) The building of the temple

      b) The bringing of the kingdom to the verge of dissolution

  c. The Divided Kingdom

    1) The nature of the twelve tribes of Israel

    2) Reasons for division

  d. The Northern Kingdom--Israel

    1) Reasons for the short life of the kingdom

    2) Leaders of Isreal

        - 3) Assyrian captivity and dissolution of Israel
    - e. The Southern Kingdom--Judah
        - 1) Reasons for survival of Judah as the Remnant
        - 2) Leader of Judah
        - 3) Babylonian captivity and exile
            - a) The destruction of the temple
            - b) The emergence of the synagogue
        - 4) The restoration and eventual despersal of the Remnant
            - a) The return to Jersualem and the rebuilding of the temple under Cyrus of Persia
            - b) Greek, Egyptian, Syrian, and Roman conquest of Jersalem
            - c) The revolt of the Maccabees
            - d) Destruction of the temple by the Romans

E. The Prophets (mostly selected portions from I and II Kings, Jonah, Amos Isaiah, Jeremiah, Daniel, Ezekiel, Malachi)

- 1. Historical function of the prophets
    - a. Kept the people together during period of exiles
    - b. Helped give the nation direction after the loss of kinds
- 2. Religious significance of prohets
    - a. Kept reminding the Hebrews to "repent or perish"
    - b. Tried to keep Hebrews from acception foreign gods and culture
    - c. Made possible the spread of their higher religion to all mankind by reaffirming the idea of God as a single, universal being
- 3. Discussion of individual prophets
    - a. The historical narratives of Elijah and Elisha
    - b. The ecumerical message in Jonah
    - c. Amos sees the decline of Israel--inverts the popular belief of the

great day on which the Lord will arise and defeat Israel's foes into a judgment day over His people

- d. Isaiah's prophecy of a coming redeemer
  - 1) Messianic beliefs arising from his prophecies
  - 2) Mis-interpretation of the Deutero-Isaiah's prophecies of suffering servant. Various views
    - a) Christian interpretation of prophecy as suffering Christ
    - b) Hebrew interpretation of prophecy as personification of nation of Israel as suffering servant
- e. Jeremiah as the prophet of prayer
- f. Ezekiel's and Daniel's apocalyptic views
  - 1) Ezekiel places emphasis on individual responsibility; everyone is to bear only the consequences of his own sins; punishment for what a father does is not to be inposed on a man
  - 2) Vision of valley of dry bones brought to life is concerned with national resurrection--Tel Aviv is named after Ezikiel's place of exile in recognition of his link with Israel today
  - 3) Daniel projects an apocalyptic vision of the passing of empires and the coming of God's kingdom
- g. Malachi's message of the day of God's judgment

F. Short Stories from the Old Testament (Ruth and Ester)

- 1. The Book of Ruth
  - a. Possible philosophical implications of the book
  - b. Charity becomes a legal obligation exemplified in the book
  - c. Possible protest literature against restrictions on intermarriage with Gentiles
  - d. Reminder to Hebrews to be kind to the stranger for "we were

strangers in the land of Egypt."

2. The book of Esther

    a. The Story of the Diaspora

    b. More sophisticated plot structure than Ruth

    c. Secular (no mention of God in the book)

G. Wisdom Literature and Poetry in the Old Testament (selections from Job, Psalms, Proverbs, and Eccesiastes)

1. Characteristics of Hebrew poetry

2. Discussion of Plalms as poetic expressions of praise, supplication, thanksgiving, despair

    a. Types of Psalms

    b. Analysis of poetic devices used--simile, metaphore, imagery, parallel structure

    c. Discussion of uses of psalms in Hebrew worship services

    d. Concepts of God and general thrmatic content

3. Ecclesiastes

    a. The author's attitude toward life

    b. The *Carpe Diem* Theme

4. Proverbs

    a. Characteristics of a proverb

    b. The message on wisdom

    c. Various views on woman

5. The book of Job as wisdom literature, poetry, and dialogue

    a. Literary style of the book

    b. Philosophical implications of Job

        1) Questioning of the Hebrew relationship to God--a syllogism Why does Job suffer?

Is God just?

How can a just and merciful God let innocent good men suffer?

2) Universality of the question raised in Job

3) ^nswer given by God to Job's question

4) Drama department Presentation of J. B. (MacLeiih) and discussion

H. Intertestament Period

1. Discussion of the apocryphal books and the pseudepigrapha

2. The political, philosophical, religious situation during Jesus' life

a. Many mystery cults in area during period

b. Messianic expectancy of Jews

c. Political situation in Jerusalem 1st century BC to 1st century AD

I. The Life and Message of Jesus (Mark, and selected portions from Matthew, Luke, and John)

1. Theological agreement concerning life of Jesus

2. The historians of Jesus

a. Differences in approach of Matthew, Mark, Lude, John

b. comparison of John to Genesis, discussion of Hebraic phrasing

3. Parables and other teachings of Jesus

J. Early Church and the Writings of Paul (selected portions of Acts and letters of Paul--I Thessalonians, Romans, I Corinthians, Ephesians)

1. Importance of Paul's travels in spreading Christianity

2. Primitive Christian Church as seen through Paul's letters

3. Beginnings of a Christian theology apart from Hebraic theology through Paul

K. General Epistles (selected portions from Hebrews, James and I John)--topical discussions

L. Apocalyptic Writings in Revelation--comparison with Daniel

M. Discussion of Literature Mostly Contemporary) Containing Important Biblical Allusions

1. A Separate Peace by John Knowles
2. Cry, the Beloved Country by Alan Paton
3. The Pearl by John Steinbeck
4. Few short stories and/or magazine and newspaper stories

V. SPECIFIC OBJECTIVES OR MAJOR DIVISIONS OF THE COURSE

A. Pentateuch

1. To become acquainted with the origin of the Hebrew race, nation, and religion (covenant law)
2. To learn the Bible account of the creation of the universe, human life, and the origin of evil
3. To acquaint students to the Early Hebrew legal system, which is the basis for much of modern law
4. To acquaint students with the development of the concept of God in Hebrew religion
5. To note the basic characteristics of the Hebrew writing style

B. Historical Books

1. To understand the theocracy of the early Israelites
2. To know the events leading to the establishment of the monarchy, and its glory under David and Solomon; to explore the reasons for the dividion of the kingdom and the subsequent exiles.
3. To summarize the return of the captives to Jerusalem and the rebuilding of the temple
4. To sketch the historical incidents of the intertestamentary period, concentrating on the revolt of the Maccabees and

the Apocryphal books

C. Prophets

1. To acquire background information that will make more meaningful the reading of prophetic literature of the Bible
2. To learn the basic characteristics of prophecy through a study of a few individual prophets
3. To know the historical functions and religious significance of the prophets
4. To note the types of literature found in the books of the prophets

D. Short Stories from the Old Testament

1. To study the short story as a specific literary genre represented in the Bible
2. To study the idyllic simplicity reflected in the story of Ruth and to recognize the customs of the times presinted there
3. To appreciate the technical and literary excellence of the structure of the "historical" novelette (or long short story) of Ester
4. To contrast the two books of Ruth and Ester

E. Wisdom Literature and Poetry in the Old Testament

1. To know the characteristics of Hebrew poetry--parallelism, frequent use of the question, simplicity of diction and construction, the use of figurative language and imagery, understatement
2. To recognize the different types of psalms
3. To know the characteristics of a proverb
4. To study the themes of Ecclesiastes as unusual elements in Hebrew literature

   5. To examine the structure and form of the Book of Job and to appreciate its literary excellence
   6. To consider the story of Job as an example of a profound and universal theme

F. The Life and Message of Jesus
   1. To learn the historical background of the life of Christ
   2. To examine the teachings of Jesus through a study of his parables, sermons, and frequent discourses
   3. To learn the similarities and differences between the 4 gospels
   4. To note the different types of literature found in the gospels

G. Early Church and the Writings of Paul
   1. To trace the development of the early church, noting especially the missionary journeys of Paul
   2. The study topically some of the letters (epistles) of Paul

H. General Epistles
   1. To make a topical study of a few epistles other than Paul's
   2. To obtain biographical information on the writers of the general epistles

I. Apocalytpic Writings in Revelation
   1. To gain insight into the meaning of the term "apocalytpic literature"
   2. To compare selected portions of Revelation with the Old Testament book of Daniel

J. Discussion of Literature (Mostly Contemporary) Containing Improtant Biblical Allusions
   1. To study a few full-length novels and give students opportunity to make practical use of their newly acquired Bible knowledge
   2. To become aware of the frequent use of Biblical allusion in the mass media

VI. TEACHING METHODS

A. Teacher-led question-and-answer discussion of assigned reading

B. Few student panel discussions on Biblical themes of contemporary importance

C. Individual student reports on specific assignments largely related to history and archaeology

D. Student memorization of a choice of one of several selections so as to appreciate the elegant style of the King James Version

E. Some short lectures by the teacher or special speaker
    1. Dead Sea Scrolls
    2. Jewish holidays, past and present
    3. Rise and fall of the monarchy
    4. The Assyrian and Babylonian exiles

F. Films (see instructional materials)

G. Records (reading and music)

H. Choral readings or chants of the Psalms led by the music department

I. Dramitization of _J. B._ by the drama department

J. Slides and pictures of historical sites and religious art
    1. Slide leacturs from National Gallery of Art on Christmas and Easter
    2. Slide lectures by outside speakers on historical sites

K. Field trips
    1. Synagogue
    2, Possibly to OMSI planetarium to see "The Visit of the Wise Men"

L. Student written character sketch of Old Testament figure, original parable, and other creative and expository writing

M. Student Project--written or oral-- on a subject of the student's interest

VII. INSTRUCTIONAL MATERIALS

A. Texts- Bibles

1. _The Bible_, New York: American Bible Society, 1967
2. _The Oxford Annotated Bible_: Revised Standard Verson. New York: Oxford Univ. Press, 1962.

Reference Works

Eiselen, Frederick, Edwin Lewis and David G. Downey. _The Abingdon Bible Commentary_. New York: Abingdon Press, 1929

Fulghum, W. B., A Dictionary of Biblical Allusions in English Literature. New York: Holt, Rinehart, and Winston, Inc., 1965.

Halley, Henry H. Halley's Bible Handbook. Grand Rapids, Michigan: Zondervan Publishing House, 1962.

Keyes, Nelson Beecher. Story of the Bible World. New York: C. S. Hammond and Company, 1959.

Kraeling, Emil G. Rand McNally Bible Atlas. New York: Rand McNally and Company, 1956.

Unger, Merrill F. Unger's Bible Dictionary. Chicago: Moody Press, 1957.

Background Information and Critical Analysis

Chase, Mary Ellen. The Bible and the Common Reader. New York; The Macmillan Company. 1952.

________. Life and Language in the Old Testament. New York: W.W. Norton and Company, Inc., 1955.

________. The Prophets for the Common Reader. New York: W.W. Norton and Company. 1963.

________. The Psalms for the Common Reader. New York: W.W. Norton and Company, Inc., 1962.

________. Everyday Life in Bible Times. Washington, D. C.: National Geographic Society, 1967.

Heaton, E. W. Everyday Life in Old Testament Times. New York: Charles Scribner's Sons. 1956.

Keller, Werner. The Bible as History. New York: William Morrow and Company, 1964.

________. The Bible as History in Pictures. New York: William Morrow and Company, 1963.

Mosely, Edwin M. Pseudonyms of Christ in the Modern Novel: Motifs and Methods. Pittsburg: University of Pittsburg Press, 1962.

General Reading

Burke, Carl F. God is for Real, Man, New York: Association Press, 1966.

Eban, Abba. My People: The Story of the Jews. New York: Behram House, Inc., Random House, 1968.

Short, Robert L. The Gospel According to Peanuts. New York: Harper and Row, 1968.

Numerous other books on art, religion, and general interest. Too many to mention.

Magazines

Life, Vol. 3 . No. 26, December 26, 1955. Special Issue: Christianity

Life, Vol. 57, No. 26, December 25, 1964. Double issue entitled "The Bible".

National Geographic, Various articles on the Holy Land.

B. Films

"Judaism: The Chosen People" (Religion of Man Series, NET, 30")

"Judaism: The Law" (Religion of Man Series, NET, 30")

"Christianity 1: Jesus, the Anointed: (Religion of Man Series, NET, 30")

"Christianity 2: The Good News" (Religion of Man Series, NET,

"Law and the Prophets" (NBC, 52"C)

(all of the above from Corvallis, Division of Continuing Education)

C. Charts and Maps

Chronological Chart of Old Testament History by Guy P. Duffield "Paul's Journeys," 37x4 Rand McNally map in laminated material w. steel rods

D. Records

Several on readings from the Bible (from Portland Public Library) Several on music based on Biblical narratives

E. Field Trips

Local synagogue with Rabbe discussing Biblical holidays

OMSI to see Christmas planetarium show on Wise Men

F. Resource Persons

Possibly, Dr. Charles M. White, professor of history at PSU, speech and slides on Dead Sea Scrolls

Dr. Paul Trueblood, Professor of English at Willamette lecture on life of David and slides of religious art.

Others showing slides of trips to Holy Land sites

G. Slides

Slide lectures from National Gallery of Art

- Christmas Story in Art
- Easter Story in Art

H. Prints

Several hundred prints of famous art on religious subjects from University Prints, Cambridge.

VIII. EVALUATION OF THE COURSE

A. Evaluation of Student Learning

1. Occasional quizzes on assigned reading or material comered previously in class discussion
2. Periodic unit test on major concepts and characters
3. Outside reading assignments with written and oral presentations
4. Committee reports and presentations
5. Class participation and involvement in issues; thus showing knowledge of text
6. Test of memorization of a selected passages
7. Ability to find Biblical allusions in newspaper and magazine articles

and novels or short stories studied

8. Post-test at the end of semester; compare with pre-test

B. Evaluation of Value of Course

Many of the above items will indicate the students acquisition of knowledge of the subject matter: Ethusiasm and involvement are more subjectively assessed though these characteristics certainly manifest themselves in class participation, the amount of reading students do, etc. The teacher can feel that the course is successful and worthwile if the students show an increase awareness of the prevailing effect the Bible has had on our Western culture.

An extensive post-test similar to the pre-test is given at the end of the course to see how much factual information the student has learned. In addition, the student is asked to evaluate the course, detailing strengths and weaknesses; he is requested to state what value the course has been to him.

COURSE OF STUDY - POETRY, 472

I. NAME OF COURSE:

Poetry, 472

II. LENGTH OF COURSE:

Poetry, 472 is a one semester elective course, which may be used to satisfy the literature requirement of the elective English program.

III. GENERAL OBJECTIVES:

A. To encourage the student to read poetry for appreciation and pleasure: delight in sound, in rhythm and meter, in shared emotional experience, in the varied form of verse.

B. To acquaint the student with the element of poetic composition.

C. To read and discuss poetry in terms of poetic devices and meaning.

D. To introduce to the student, poetry representing a variety of styles, subject, and poets.

IV. CONTENT OUTLINE AND SPECIFIC OBJECTIVES:

A. The Nature of Poetry

1. To understand the function of poetry and how they differ from other literary types.

2. To find that the nature of its language allows a poem to communicate a condensed experience.

3. To be aware of the false conceptions concerning poetry.

B. Reading the Poem

1. To become acquainted with suggestions for reading poetry to increase understanding and appreciation.

C. Denotation and Connotation

    1. To find a primary distinction between the practical use of language and the literary use.
    2. To recognize and understand the use of denotation and connotation.

D. Imagery

    1. To appreciate the poet s combination of sense impressions to increase the poetic experience.
    2. To recognize imagery as a tool of the poet.

E. Figurative Language: Simile/Metaphor/Personification/Metonymy/
Symbol/Paradox/Irony/Understatement/Overstatement

    1. To recognize and understand the use of figurative language as a poetic device.
    2. To learn that figurative language affords imaginatve pleasure.
    3. To see that figurative language is a way to bring additional imagery into verse, making poetry more sensuous.
    4. To realize that figures of speech add emotional intensity and convey attitudes.
    5. To know that figures of speech are a means of concentration and condensation of language in poetry.

F. Tone

    1. To increase awareness of the writer s or speaker s attitude toward his subject, his audience or himself.
    2. To appreciate the emotional coloring of the poet s work.

G. Musical Devices

    1. To see that rhythm and sound cooperate to produce the music of poetry, and to experience musical quality of poetry.
    2. To compare poetry and musical composition.
    3. To learn the basic arrangement of accents in terms of rhythm and meter.

H. Shapes and Forms

1. To recognize the shape of a poem as a poetic device.
2. To be introduced to poetry forms - Dada, Haiku.

I. Narrative Poetry

1. To recognize and understand the elements of narrative poetry: character, setting, plot, theme.
2. To campare narrative poetry with popular ballads - historical England and Scotland and modern ballads.
3. To identify the dominant themes of the narrative and compare them with current themes and subject matter.

J. Lyric Poetry

1. To experience a concentration upon creating a single mood.

K. Bad, Good, and Great Poetry

1. To realize that an attempted evaluation of a poem should never be made before it is understood.
2. To be aware of the basic questions considered in judging any work of art.
3. To be able to recognize and differentiate between bad, good, and great poetry.

L. Oral Presentation of Poetry

1. To select suitable material for presentation.
2. To analyze material for content and understanding.
3. To group sentences for meaning and expression.
4. To discuss poetry sensible and sensitively.

V. TEACHING METHODS:

A. Group instruction

B. Individual presentation

C. Small group discussion

D. Supplementary reading

VI. INSTRUCTIONAL MATERIALS:

A. Prepared materials (multilith) to be made into a booklet for student use.

B. Material gathered from many sources available

C. Resource speaker (poet)

D. Supplementary materials: bibliography

E. Bulletin boards

F. Personal resources: slides; book of ballads and songs; ukelele; guitar; records.

VII. EVALUATION:

A. Evaluation of students:

Can an appreciation of poetry be evaluated? Real appreciation and understanding may frequently be hidden, and perhaps the only valid test of successful teaching is that which leads the young reader to continue reading poems after he is out of class.

We may learn much about how our students read poetry by asking them to write about a poem they have never read before. This will help the teacher to distinguish between those who can read figurative language with some skill and those who still read at the literal level. Any real evaluation of understanding and appreciation in terms of a letter grade has little validity. Grades will be assigned to more objective and more measureable though less important matters than the appreciation of poetry.

B. Evaluation of the course:

Analysis of the success of the course will come primarily from the interest and motivation of the students. A pre-test attitude questionnaire will be returned to the student to aid him in writing his evaluation. Suggestions by students as to the improvement of the course will be accepted, and they will evaluate the course by how well it meets needs and expectations.

COURSE OF STUDY - POETRY II, 473

I. OBJECTIVES

The student of poetry with college aspirations finds this course of value in that it introduces form and structure; historicity; English and American poetic readings in a continuity of poetic ideology, and pragmatic usage of learned prosodic skills. This course is an academically rigorous examination of one of the literary genre. Written work on the students' part includes both explication and creation. This is a one semester course and it requires no preequisite.

II. SCOPE AND SEQUENCE

A. Unit I English Poetry Readings - five weeks

This unit presents a chronological reading of the more important poems and poets of England. The purpose of this reading is to supply the background materials necessitated by both reading American poetry and a study of Prosody.

1. Materials
    - a. Anglo-Saxon Period
        - 1) Ruin
        - 2) The Seafarer
        - 3) The Wanderer
        - 4) Beowulf
    - b. Early English
        - 1) Chaucer
    - c. Elizabethan
        - 1) Shakespeare
        - 2) Jonson

d. Puritan
    1) Milton
    2) Donne
e. Cavalier
    1) Herrick
    2) Suckling
    3) Lovelace
f. Eighteenth Century
    1) Dryden
    2) Arnold
    3) Goldsmith
    4) Pope
    5) Gray
    6) Swift
    7) Blake
g. Romantic
    1) Shelly
    2) Keats
    3) Browning, Robert and Elizabeth
    4) Byron
    5) Coleridge
    6) Carrol
h. Victorians
    1) Tennyson
    2) Sidney
    3) Nashe
    4) Spenser
    5) Hardy
    6) Kipling

- i. British Empire
    - 1) Dylan
    - 2) Yeats
    - 3) Houseman
    - 4) Burns
- j. Modern English
    - 1) D.H. Lawrence
    - 2) Mosefield
    - 3) De La Mare
    - 4) Eliot
    - 5) Sassoon

B. Unit II American Poetry Readings - four weeks

This unit presents a chronological reading of the more important poems and poets of America. The purpoes of this reading is to supply the background materials necessitated by a study of Prosody.

1. Materials
    - a. Romantic American
        - 1) Longfellow
        - 2) Emerson
        - 3) Holmes
        - 4) Whittier
        - 5) Whitman
        - 6) Lowell, James Russell
    - b. Transition
        - 1) Poe
    - c. Modern American
        - 1) Frost
        - 2) Sandburg
        - 3) Cummings

            4) Jeffers
            5) Stevens
            6) Williams
            7) Stafford
            8) Eberhart
            9) Bly
            10) Kerouac
            11) Snyder
            12) McKuen
            13) Ferlinghetti

2. Special Devices
    a. Recordings
    b. Video-tape
    c. Movies

3. Books
    a. Teacher prepared Manuscripts

C. Unit III Prosody - four weeks

The purpose of this unit is to acquaint the student with the prosodic devices used in the multiplictty of poetry in the English language which the student has encountered in his previous readings. The more important devices will be singled out for specialized study.

1. Materials
    a. Metaphor
    b. Simile
    c. Ballad Form
    d. Epics
    e. Sonnets
    f. Meter
    g. Assonance

        h. Metonymy

        i. Alliteration

        j. Verse Forms

        k. Tone

    2. Books

    Teacher prepared manuscripts

D. Unit IV Writing - two weeks

The students will attempt a practical application of the more easily accomplished devices studied in the previous unit. The students will begin with the limerick form and progress through the English sonnet. This is not intended to be a measure of student creativity, but rather a means of getting the student to appreciate the skill needed to effectively use these devices.

E. Unit V Public Reading and Explication - three weeks

The purpose of this unit is to give th students a chance to read and talk about poems they presonally like.

    1. Materials

        a. Student provided

F. Evaluation

    1. Student

    An objective test on Prosody

    2. Course

A comparative opinionaire will be given at the commencement and the conclusion of the conclusion of the course to determine student attitudes.

COURSE OF STUDY - SCIENCE FICTION, 475

I. OBJECTIVES

Most readers of science fiction range in age from 16 to 28. The appeal of a course in high school is of continuing value to the growing man. During this age man does his most creative thinking. A class in science fiction, then, can psychologically satisfy and stimulate the student. The authors can opin corridors to the imagination of the students. Social and psychological concepts are found in the better science fiction as well as some good writing. The class in science fiction will expose students to the fiction of ideas for today's space age life.

A science fiction class appeals to the inverests of students. The many students who are limited to their personal reading have a tendency to enjoy science fiction. This course uses this interest area as a means to reach some understanding of literary allusion, generic structure for novels and short stories and underlying truths which appear in science fiction. The students are urged to increase their personal reading and to see relationships to books outside of science fiction so that they continue this reading in their every day living outside of school.

II. SCOPE AND SEQUENCE

A. Unit I Historical Classics - six weeks

This unit gives the student the background for modern writing. The allusions to these works in more modern writing will make sense to the students if they are familiar with them. These same works make allusions to other literature and thus the student literary breadth is enlarged. Many of the dreams of these authors have become technological truths in our time and the students will recognize these. The ideas in science fiction are identifiable in other kinds of fiction and cause a widening of the students reading. Some limited discussion is used to enlarge on the students understanding of the structure of the short story and the novel.

1. Materials:
    a. From the Earth to the Moon - Verne
    b. War of the Worlds - Wells
    c. Gods of Mars - Burroughs
    d. Puppet Masters - Heinlein
2. Special Devices:
    a. Films
    b. Field stips to local films when available
    c. Video-tapes
3. Evaluation:
    a. class discussion
    b. quizzes

B. Unit II - Individual reading projects - 10 weeks

Each student reads a series of short stories and a novel around four concepts.

The student, upon completion, fills out a report form and is then given a conference time for a personal interview to discuss the book. The teacher evaluates the written form and discusses the book with the student. Grades are given after the conference and within the bounds of discussion with the student.

1. Concept areas

a. The earth

1- reading: 1 novel

5 short stories

b. The solar system

1- reading: 1 novel

5 short stories

c. The Galaxy

1- reading: 1 novel

5 short stories

d. The Universe

1- reading: 1 novel

5 short stories

2. Special Devices:

a. reports

b. conferences

c. video-tapes

d. field trips to films

C. Unit III U. F. O.'s - 2 weeks

The direct connection between science fiction and the U. F. O. is inescapable. Curiosity is arroused by newspaper, magazine and TV reports. The reading represents a presentation of the possible. The students are encouraged to research the problem and bring in materials to the class.

1. Materials:

a. The U. F. O. Report - Greenfield

2. Special Devices:

a. Material supplied by the students

b. Video-tapes

III. EVALUATION

The course is evaluated by the comparison of two subjective opinionnaires. The first requests the student to state why he is in the class and what he expects to get out of it. The latter asks what the student thinks he actually got out of the course and what he would do to improve his experience with the course.

COURSE OF STUDY

LITERATURE OF THE WEST

I. NAME OF COURSE:

Literature of the Old West

II. LENGTH OF COURSE:

Literature of the Old West is a one-semester course that may serve to satisfy the leterature requirements of the Elective English Program.

III. GENERAL OBJECTIVES:

This will be a reading course. We will read, in this order, Roughing It, The Ox Bow Incident, The Oregon Trail, Trask, and Bury My Heart at Wounded Knee. (When available)

Also, everyone will read at least one Zane Grey novel. These will be available and may be checked out in the room. You will be able to read more Zane Grey books for extra credit if you so desire. When you finish the Zane Grey books, request a report form, complete the form and return it to Mr. Scruggs for evaluation.

VI. EVALUATION:

We will have periodic examinations which will normally be objective in nature. You will be evaluated on the points system. The more points you accumulate the better the grade will be.

V: REPORTS:

Each nine weeks you will be responsible for writing a summary of any major character out of the west. This may be one incident involving several characters as well. These papers will coutn heavily on your evaluation. They should be written in ink and be about two pages in length. Quality is expected.

VI. SPECIFIC OBJECTIVES

1. Each student will read four novels as measured by teacher made tests.
2. Each student will read selected historical essays based on events which occured in the development of the Western United States- and Canada as measured by teacher make tests.
3. Each student will wirte a written report based on a Zane Grey novel delaing with the old west.
4. Each student will wirte two reports of approxmately two pages in length summarizing either a major character or an incident involving several characters (ie. Custers Last Stand) out of the Western Milieu.

VII. INSTRUCTIONAL MATERIALS

A. Mid Century, Orville Prescott, ed.

B. 50 Great American Short Stories, Craney ed.

C. Adventures in American Literature, Harcourt Brace and World, Inc.

D. Contemporary American Short Stories, Angus, ed.

E. Pictures and articles about authors and characters

F. Films

G. Recordings

VIII. EVALUATION

A. Effectiveness of instruction

1. Objective and subjective testing divices

2. Participation in class activities

3. Supplementary reading

B. VALUE OF COURSE

1. Student! comparative assessment of course, listing expectations at the beginning of course and experiences at end.

2. Teacher! compares course at end in wirtten evaluation corresponding to objectives, general and specific.

COURSE OF STUDY - BLACK LITERATURE - 477

I. Name of Course

Black literature - 477

II. LENGH OF COURSE

One Semester

III. GENERAL OBJECTIVES

Black authors are rarely included in Literature courses on the high school level. For this reason we offer a special course devoted entirely to thestudy of literature written by Black Americans. The literature selected for class use deals with the attitudes and lives of Black Americans. The purpose in studying Black authors is two-fold. First, it introduces students to authors that prior to the course they were unfamiliar with. And, also, it gives them an insight into the lives of Black Americans. This is particularly educational for students of an all-white community.

IV. CONTENT

A. Introduction to Black Literature
B. Early Black Writers
C. The Harlem Renaissance (1923-1933)
D. Langston Hughes, *Mulatto*
E. Richard Wright, *Native Son*
F. Lorraine Hasberry, *Raisin in the Sun*
G. Contemporary Poets, Writers
H. Martin Luther King, Jr., Why *We Can't Wait*
I. *The Autobiography of Malcolm X*, Alex Haley
J. Contemporary Poets
K. Induvidual Reaking from suggest list of authors

V. SPECIFIC OBJECTIVES

A. Students will become aware of some of the attitudes of Black Americans.

B. Students will share in the Black experience through study of a variety of works of Black American authors.

C. Students will read the works of the early poets, the Harlem Renaissance writers, Langston Hughes, Richard Write Lorraine Hansberry, James Baldwin, Ralph Ellison, Martin Luther King, Jr., Malcolm X, and the contemporary poets.

D. Students will have the pooopotunity to independently study authors of their own choosing from a suggested list or by instructor approval.

VI. TEACHING METHODS

A. Group Instruction

B. Class Discussion

C. Writing Assignments

VII. INSTRUCTIONAL MATERIALS

A. Adoff, Arnold. *I Am The Darker Brother*.

B. Baldwin, James. "Sonny's Blues."

C. Ellison, Ralph. cutting from *The Invisible Man*.

D, Hansberry, Lorraine. *Raisin in the Sun*.

E. Haley, Alex. *The Autobiohraphy of Malcolm X*.

F. Hughes, Langston. *Mulatto*.

G. King, Martin Luther, Jr. *Why We Can't Wait*.

H. Murray & Thomas. *Major Black Writers*.

VIII. EVALUATION

A. Students expression of the understanding of Black attitudes through class discussion andessay assignments.

B. Three major tests per-nine-weeks grading period on concepts and literature content.

C. Oral or written presentations baded on students' individual reading.

LABORATORY COURSES

COURSE OF STUDY * PUBLICATIONS

I. NAME OF COURSE

Publications

II. LENGTH OF COURSE

One year

III. PRE-REQUISITES

Journalism I and consent of the instouctor

IV. GENERAL OBJECTIVES

A. To practice basic journalism skill.

B. To foster journalistic objectivity.

V. CONTENT AND SPECIFIC OBJECTIVES

To put out the Fox's Howl bi-weekly during the school year, (16 issues). Knowledge previously gained in reporting, writing, editing, publishing, and managing is applies by thestaff in a common effort to provide the school with a qualitative student newspaper.

For VI, VII, and Behavioral Objective see 1972-73 English Curriculum

BEST COPY AVAILABLE

Course of Study - PLAY PRODUCTION

Length of Course- One Semester

I. GENERAL OBJECTIVES:

A. To establish values in theatre play production for both participants and audience.

B. To establish appreciation of dramatic literature.

C. To develop critical standards.

D. To develop audience appreciation of the theatre.

E. To enrich the students academic program.

F. To aid in the development and psychological maturation of the student.

G. To establish growth in speech and language arts.

H. To improve body movement and coordination.

I. To provide an atmosphere for group and social values.

J. To provide opportunity for the student to discover aptitudes and to develop skills.

II. OUTLINE OF COURSE:

A. Pantomimes - one week

1. Class activity for each student in form of a simple pantomime
2. Critique each other

B. Observation - one week

1. Individual assignments of pantomime based on observation
2. Critique of each others work.

C. Concentration - one week

1. Duos based on concentration
2. Discussion and critiques

D. Dialogue, Action, and Conflict - one week

1. Duos of original content
2. Class time rehearsal
3. Performance and critiques

E. Improvisation - 2 weeks

1. Plot synopsis
2. Staying in character
3. Naturalness
4. Believability

COURSE OF STUDY - SPEACH TEAM II - 485

Speech Team II is a continuation of Speach Team I and may be taken as a lab course for one credit. Its objective is the continuation and stabilization of a speech team squad for the school. Speech Team II may be repeated indefinately by a student, but he receives English credit for it only once. Students will be refined in the arts of debating and contest speaking.

COURSE OF STUDY - ANNUAL 491

The purpose of this course is to produce the Silverton Union High School Annual, "The Silvertonia". The students learn to meet the responsibility of achieving a deadline. This is a one year course, one semester of which will count toward the students' English credit.

Unit I practical layout training - 9 weeks.

The purpose of this unit is to teach balance, form, and the vocabulary of layout work. Students from the past year's staff aid in training the new staff. Each one - teach one works well and gives added experience. Salesmanship and public relations are discussed along with the business practices the yearbook demands. A sales program is organized. The staff chooses the company that will produce the yearbook after meeting with various company salesmen and discussing what they want the book to look like and having received estimates. Arrangements are made with photographers to handle this work.

Unit II first half of the book - 18 weeks.

The purpose of this unit is to produce the first half of the yearbook. The first deadline is met in March. Mailing the finished layout to the company concludes the individual student's responsibility for his pictures and pages.

Unit III finish the book - 9 weeks.

The purpose of this unit is to meet the final deadline in June. The finished copy is mailed when each student has met his responsibility for specific pages.

Instructional materials are supplied by both the publisher and the classroom library on publications.

Evaluation: of students

Quality of work, neatness and the meeting of deadlines are the chief determining factors in evaluating the student's willingness to accept responsibility.

Evaluation:. of the course

The student body exaluates this course when the yearbook is distributed. The school treasurer evaluates the monetary solvency of the operation and This is an exaluative dexice.

ENGLISH DEPARTMENT FORM AND STYLE SHEET

Name ____________

Period ____________

Date ____________

Instructor ____________

Place Title on This Line

(Skip one line)

Begin writing here.

Do not write in this margin.

Leave a 3/4" right margin.

ALWAYS OBSERVE THESE RULES:

1. Standard three-hole, 8½" x 11" notebook paper is the only acceptable type of paper for written assignments. Do not tear out from notebook.
2. Write on every line only on one side of paper. Typing should be double-spaced on one side only.
3. Use only blue or black ink. Do not use pencil.
4. Number all pages (beginning with the second one) in the upper right hand corner.
5. Do not hand in a torn paper. Neatness is important.

Do not write on last line.

Do not write on last space.

Rev. Sept. '70

ms	error in manuscript form or neatness
cap	error in use of capital letters
p	error in punctuation
◯	error in spelling
frag	sentence fragment
ss	error in sentence structure
awk	awkward sentence
RO	run-on sentence
FS	Form Sheet
nc	not clear
ref	unclear reference
s-v	subject-verb agreement
w	error in word choice
¶	Begin a new paragraph here.
t	error in tense
^	You have omitted something.
1¶	one sentence paragraph
TS	topic sentence error

WRITTEN REPORT FORM

Sci-Fi 475

Unit Name:______________________________ Type: s.s. n.

Title:______________________________

Author:______________________________

How long (in estimated minutes or hours) did it take you to read? ____m h

Who is the speaker in the story?______________________________

For whom was it written?______________________________

State the basic idea of the story: (not the plot)

How would you classify the story?

Did the story hold your attention?________

Was it interesting?________

How did you feel when you finished?

Would you recommend this for anyone else to read?______

Boy____ Girl____

Period____ Name______________________________

9/15/69

A STATEMENT ON PLAGIARISM

From Student Writer, January, 1963

It isn't necessary to define plagiarism, everyone knows what it is and everyone knows that it is an offense punishable by law. But plagiarism is also a very foolish crime for it represents an act whereby the thief holds up the stolen goods for everyone else to see. He does not endeavor to conceal his theft but in certain respects boasts of it. Thousands and thousands view the name of the thief as dishonorable, and this is a recorded, published fact. A plagiarist is not only boasting about his dishonesty now but is also through the process of publication assuring that he will even be remembered as such. He is printing this fact: It can never be erased--How deplorable!--There can be no policies regarding plagiarism. Plagiarism is a statutory offense and thus policies are established by law and they are the same for everyone.

A plagiarist is a literary thief. To plagiarize is to take and pass off as one's own, the ideas, writings, etc. of another.

THE LITERARY VOCABULARY

General words:

Fiction--- imaginative creation by an author. The most common types of fiction are novels, short stories, plays, and narrative poems. (Adjective form=fictional)

Genre--- the types or categories into which literary works are grouped according to form or technique. The novel is a genre; the short story is a genre; the essay is a genre.

Novel--- an extended fictional story.

Short Story--- a brief fictional story.

Drama--- a literary form designed for presentation in a theater by actors representing the characters.

Poetry--- the communication of feeling and thought through the carefully organized arrangement of words for their sounds, rhythm, and connotation, as well as their meaning. (Adjective form=poetic)

Biography--- an account of a person's life and the times in which he lives.

Structure--- plot and character in combination

Plot--- the authors' planned series of actions or events in a narrative. A plot, for convenience, may be divided inot three major parts; (1) Exposition, (2) Narrative, (3) Conclusion.

(1) Exposition-- the beginning; provides the introductory material necessary to understand the story from the beginning;

a. Major character--the most imoortant character in the story.

b. Main characters-- characters that are essential to the major character's progress in the story.

c. Backround of characters-- the reader finds out who and what (purpose and occupation) the characters are.

d. Setting-- the TIME and PLACE of the story.

e. Pre-action-- events and actions that occurred before the rising action starts.

(2) Narrative-- the middle (and usually the main) part of the story.

a. Rising action or plot question-- the complication of the action; thatis, through a series of incidents, a single, important question arises involving the major character.

Conflict is an element that is essential to the development of the rising action. Conflict is a struggle, either mental or physical, between forces in the story. There are usually many conflicts in a story; however, the most important conflicts involve the major character. Often, one type of conflict stands out as the most important.

Common types of conflict:

1. Man vs. Himself--the struggle is within the mind of the character. Usually, the character is faced with a decision; he must make up his mind to do one thing or another.

2. Man vs. Man-- the struggle is between two or more characters. (Remember, the struggle does not have to be physical; it may be against another character's ideas or attitudes.)

3. Man vs. Nature-- a character sturggles against the forces of nature. For example, a storm is representative of the forces of nature.

b. Climax-- the point at which the major question of the rising action is answered. The "turning point" of action or suspense. At this point, the major conflict is also resolved.

c. Falling action-- the answer or resolutin provided by the climax is carried out.

(3) Conclusion-- the story is brought to a close and all questions and difficulties are answered or else resolved.

Character-- A fictional personality created by an author.

Characterization-- is the process by which an author creates believable people in his stories; that is, they could be real people.

Motivation-- is the reason a character acts as je dpes-it must be believable.

A. Methods of characterization:

1. Description-characters not described directly by the author.

2. Dialogue-conversation between two characters (or more).

3. Actions-characters revealed by their actions.

B. Types of personality:

1. Individual character- a character who reveals several personality traits. In other words, the character is as complex as any human beings.

2. Stock or Type Character-a character who reveals basically only one personlity trait. (For example, a character might reveal only the trait of jealousy.).

Theme-- the universal truth of life that a story is about. (see Supplement A--Theme).

Motif-- a concrete, conventional stiuation used by many authors (like boy meets girl or a war story).

Moral-- the lesson of a story, or what the author wishes you to learn by reading his story.

Point of View-- the narrative stance or vantage point used by the author. (See "Supplement B-Point of View")

A. First Person Point of View-- the narrator (teller of the story) is a character in the story.

B. Third Person Point of View--the narrator is an outsider.

SUPPLEMENT A -- THEME

Theme-- the universal truth of life that a story, play, or poem is about.

A. Theme is an abstract concept; that is, it does not have concrete existence in the physical world. However, it does exist; it exists in the mind of people. Themes exist in the form of ideas, feelings and emotions. Themes are "universal truths of life" in that they are ideas, feelings and emotions that all people are potentially capable of experiencing. All people are, for example, capable of experiencing fear, grief, joy, love, happiness, ambition, hate, and loneliness.

B. Worksheet-- On the basis of these brief descriptions give the theme in one or two words.

1. A Civil War veteran returns to find the man who killed his father.

   ____

2. Penny meets the boy of her dreams. ______________________________

3. A large city is terrorized by a monster from outer space. __________

   ____

4. A young girl goes to New York to become a model. ________________

   ____

5. A soldier wipes out a machine-gun nest single-handed. _____________

   ____

LIT VOCAB SUPPLEMENT B -- POINT OF VIEW

Point of View: the narrative stance or vantage point used by the author.

The author of a piece of fiction imaginatively creates a story. At the same time, he creates a person (called the narrator) to tell the story. The vantage point from which the author has his narrator tell the story is the point of view. Remember, the author and the narrator are not the same.

A. First Person: If the narrator is a character inside the story, the point of view is first person.

Here are beginnings from some short stories told in first person point of view:

"A Ride on The Short Dog" by James Still

We flagged the bus on a curve at the mouth of Lairds Creek by jumping and waving in the road and Dee Buck Eagle had to tread the brake the instant he saw us.

"Charles" by Shirley Jackson

The day my son Laurie started kindergarten he renounced corduroy overalls with bibs and began wearing blue jeans with a belt; I watched him go off the first morning with the older girl next door, seeing clearly that an era of my life was ended.

B. Third Person: When the narrator is outside the story (not a character in it), the point of view is third person.

Examples:

"The Necklace" by Guy de Maupassant

She was one of those pretty and charming girls who are sometimes, as if by a mistake of destiny, born in a family of clerks. She had no dowry, no expectations, no means of being known, understood, loved, wedded, by

Point of View-- the narrative stance or vantage point used by the author. (See "Supplement B -- Point of View")

A. First Person Point of View-- the narrator (teller of the story) is a character in the story.

B. Third Person Point of View-- the narrator is an outsider.

Criteria for Silverton Union High School English Teachers

The Comprehensive Elective English Program at Silverton Union High School places many new demands on the English Department. Individual courses in areas of interest and study mean better teacher preparation. Teacher security is threatened at each semester break because these very individualized courses might not be elected. It is, therefore, desirable that teachers of these courses have a broad background in English and the strengths needed to teach several course areas. Teachers of the World of Work and lab courses may find it desireable to have majors other than English with only a strong minor in English.

Those teachers assigned to the Freshman team have some very specialized problems. It has been our experience that personality is the key to success on a team. Criticism and argumentation are free and personal feelings of ego injury have no place here. The teachers on the Freshman team must be able to give and take this kind of free wheeling conversation as well as be creative and innovative in their approach to the classes and materials. This is, on necessity, a close knit group and their ability to work gracefully together is paramount.

It is with these things in mind that the following criteria are presented. If an applicant can not meet several of them, he is probably not the teacher Silverton Union High School is looking for.

1. Major in English with a "B" average in These courses: or, teacher of the World of Work and lab courses should have a minor in English with a B average in These courses.
2. Studied in the history and nature of the English Language, structural linguistics, Grammar.
3. Taken work above the freshman level in composition: Advanced Composition.

4. Taken a general spread of courses in American literature and English literature.

5. Taken one or more courses which intensively studies a major author: Chaucer, Shakespeare.

6. Taken one or more courses in a literary genre: Poetry, The Novel.

7. Done practice teaching and studied Methods in English.

8. Had work in supporting fields such as history, philosophy, world literature.

9. Knowledge of a foreign language.

10. Had work in an allied subject area such as speech, drama, journalism, adolescent literature, reading, above the number of hours required for certification.

ENGLISH DEPT. POLICY

SILVERTON HIGH SCHOOL

1. Lesson plans will be on the chairman's desk in duplicate on Friday an of the week before they are to be taught.

2. Students will follow a form and style sheet in their written work.

3. All papers will be corrected and returned to the student on the following day if possible. (If this can not be done it is better not to assign the paper to the student.)

4. All essays will be marked using the symbols on the back of the form and style sheet thereby standardizing the correction marks. This has the salutory effect of making it possible for more than one instructor to see the papers and understand the marks. It will also allow the student to discuss his errors with others and it will allow the student to transfer from one section of a class to another with little confusion.

5. Every student will be expected to complete at least one graded assignment per week.

6. All Freshman discussion leaders will be present for the lecture, panel, speaker or film to be discussed.

7. The student will be expected to assume the responsibility to have the proper materials with him when he enters a class. If he does not, he accepts the responsibility for his own failure.

8. It is the students responsibility to request make-up assignments and then it is the reachers responsibility to follow-up on that request.

9. Teachers will accept the responsibility of informing their aides of the policies governing student use of the English-Social Studies office.

10. Students are not to be sent to the English-Social Studies office for ditto masters unless they are for teacher use only!

11. All teachers are welcome to coffee -BUT- PLEASE wash your own cups and hang them up.

12. All classes will be given a semester Exam. The second semester exam will be on the last school day for students. The only exceptions will be for students with pre-excuses from the office.

Rev. 72

Video Tape Request Form

week of__________

Date	Teacher	Tape			Show		
		Live	T.V.		Rm.#	Per.	Title
			Time	Ch.#			

ANALYSIS OF STUDENT WRITING

Criteria for grading

I. Superior
(A-B)

A-Content

A significant central idea, perhaps imaginatively conceived, but clearly defined and supported with concrete, substantial, and consistently relevant detail.

B-Organization of the whole theme

Theme planned logically, so that it progresses by clearly ordered and necessary stages, and developed with originality and consistent attention to proportion and emphasis: Paragraphs unified and effectively developed; transitions between paragraphs explicit and effective.

C-Sentence structure

Sentences skilly constructed; unified, coherent, forceful , effectively varied.

D-Diction

Distinctive: fresh, precise, economical, and idiomatic

E-Grammar-punctuation-Spelling

Clarity and effectiveness of expression promoted by consistent use of standard grammar, punctuation, and spelling.

II. Average
(C)

A-Content

Central idea apparent but trivial, or trite, or too general; supported with concrete detail that is occasionally repetitious, irrelevant, or sketchy.

B-Organization of the whole theme

Plan and method of theme apparent but not consistently fulfilled; developed with only occasional disproportion or inappropriate emphasis; paragraphs unified and generally effective; transitions between paragraphs weak or mechanical.

C-Sentences

Sentences correctly constructed but lacking distinction.

D-Diction

Appropriate: clear and idiomatic

E-Grammar-Punctuation-Spelling

Clarity and effectiveness of expression weakened by occasional deviations from standard grammar, punctuation, and spelling.

III. Unacceptable
(D-F)

A-Content

Central idea lacking, or confused, or unsupported with concrete relevant detail.

B-Organization of the whole theme

Plan and purpose of theme not apparent; undeveloped or developed with irrelevance, redundancy, or inconsistency; Paragraphs incoherent, not unified, or undeveloped. Transitions lacking.

C-Sentence structure

Sentences not unified, fused, incomplete, monotonous or childish.

D-Diction

Inappropriate: vague, unidiomatic, or substandard

E-Grammar-Punctuation-Spelling

Communication obscured by frequent deviations from standard grammar, punctuation and spelling.

Operational Procedures for Severe Problems

Experience has shown that students feel more secure if an ordered, consistent procedure is established concerning academic failure and severe disciplinary problems. Of course, circumstances may vary with individuals; however, perhaps a consideration of the effect of an individual's behavior on the educational opportunities of the rest of the class may be used as a general guideline. It is most important that parents be notified before any irretrievable step is taken.

The following is intended as a procedural guide for academic failure.

1. Confer with the student.

   It is only just that a student know he is failing and why. It may appear obvious to you, but this step not only prepares the student; it also protects you.

2. Request counselor help to reach student.

   Counselors and sometimes coaches can reach a student and prevent the ultimate step in this chain.

3. Send a failure slip home.

   These slips are normally sent home mid-way through the nine weeks grading period. It is, however, a standard policy to send home one of these at any time that a student is in apparent danger of failing to pass a course. This is only fair to the parents but it, once again, protects you. In the case of seniors this is extremely important.

4. Notify student verbally of his failure before grading period is concluded.

   This allows no student to claim, "I didn't know--nobody told me!" It seems reasonable that a student should know without being told, but this step removes all doubt.

5. If student is a senior, Mr. Thompson should send a letter home.

   Check with Mr. Thompson before the end of the final nine weeks to be sure this has been done. Failure in English means failure to graduate. No Senior will be failed without this step having been taken.

6. Place failing grade and reason on computor sheets.

   It is important that a reason accompany the failing grade on the computer sheet. This, once again, protects you.

The following is intended only as a guide for handling severe discipline problems. Teachers are encouraged to handle all but the severe cases themselves. A long train of students in the office, whose worst problem is that they chew gum, reflects on the teacher's ability to handle his or her students gracefully and with dispatch. It is, however, most important that no teacher allow a student to be disrespectful. When feelings arrive at such a place that simple in-class discipline cannot handle the problem, then please follow these steps:

1a. Conference with student.

While this is the most desirable place to start, and it is hoped that the teacher is astute enough to recognize a problem soon enough to use this beginning, it is not always possible, therefore:

1b. Conference with counselor and student.

If it is to the benefit of the rest of the class to remove an offender from the room--do so. If the individual threatens your existence or mental well being, remove him. If possible, contact the counselor ahead of time; if not possible, write a note or accompany that individual to the office.

2. Conference with Mr. Thompson.

If the problem gets worse, ask Mr. Thompson for help. He will talk to the student and try to put enough pressure on him so that he will behave. If he feels it is necessary, he will initiate the next step.

3. Contact the parents.

This will be done by Mr. Thompson in an effort to prevent suspension and to curb the offensive action of the student. A written record of the student's actions becomes necessary here. Mr. Thompson keeps these to remove all doubt as to the action of the student, the teacher and himself.

4. Return the student to Mr. Thompson for action.

At this point there is no hope for reconcilement and Mr. Thompson will decide what comes next. Transference or suspension are not within the realm of teacher responsibility and should not be assumed. Simply send the student to Mr. Thompson and follow-up this action by immediately seeing him.

Paul K. Clute--English Dept. Chairman   John Thompson--Supt.-Prin.

Name:

Grade 10 11 12

PRE-COURSE ATTITUDE QUESTIONNAIRE

This questionnaire has been prepared in an attempt to assess your attitudes and expectations, both individually and as a group, before you begin your study of advanced grammar. There are no right or wrong answers; simply indicate as accurately as possible how you feel.

1. Do you know what a grammar is? Yes No
   If yes, please write a brief definition:

2. The study of grammar should concentrate on practical skills. Yes No

3. Grammar should be studied for its own sake. Yes No

4. Do you plan to go to college? Yes No

5. Do you expect this course to improve your writing? Yes No

6. Why are you taking Advanced Grammar?

7. What do you expect from Advanced Grammar?

Do Not put your name on this. M F A 1

Instructions: These statements are to help you describe your English classes in the past. Do not omit any items! Read each statement carefuly; then select one of the following responses; and next record the number below that represents that particular response in the blank space at the end of that statement.

Responses:	No Comment	Highly Agree	Agree	Partly Agree Partly Disagree	Disagree	Highly Disagree
Number:	0	1	2	3	4	5

1. I felt free to express myself in class discussion. ________
2. I am usually satisfied with the books we read. ________
3. There has not been enough time spent on writing. ________
4. I become discouraged with the supplementary material we read. ________
5. I have been satisfied with the time we have spent on Grammar. ________
6. I have not been satisfied with the time we spent reading. ________
7. I think my English classes will help me in the future. ________

Comments: (Use the back if necessary)

Do Not put your name on this.

			A	2
M	F			

Instructions: These statements are to help you describe your English classes this last semester. Do not omit any items! Read each statement carefully; then select one of the following responses; and next record the number below that represents that particular response in the blank space at the end of that statement.

Responses:	No Comment	Highly Agree	Agree	Partly Agree Partly Disagree	Disagree	Highly Disagree
Number:	0	1	2	3	4	5

1. I felt free to express myself in class discussion. ________
2. I am usually satisfied with the books we read. ________
3. There has not been enough time spent on writing. ________
4. I become discouraged with the supplementary material we read. ________
5. I have been satisfied with the time we have spent on grammar. ________
6. I have not been satisfied with the time we spent reading. ________
7. I think my English class will help me in the future. ________

Comments: (Use the back if necessary)

Suggestions to improve the English Program.

Select one or two areas you think are most important in English.

Do Not put your name on this

son | daughter | both

B 1

Instructions: These statements are to help you describe the English Program of the past. Please underline the person whose attitude your response reflects. Do not omit any items! Read each statement carefully; then select one of the following responses; and next record the number below that represents that particular response in the blank space at the end of that statement.

Responses:	No Comment	Highly Agree	Agree	Partly Agree Partly Disagree	Disagree	Highly Disagree
Number:	0	1	2	3	4	5

1. My son, or daughter, has been successful in his, or her, English Program. ______
2. My son, or daughter, has been satisfied with team teaching. ______
3. My son, or daughter, has had too much homework. ______
4. I feel the English Program has not been practical in the past. ______
5. I approve of the books my son, or daughter, has been assigned to read. ______
6. My son, or daughter, has found the English Program in the past has been satisfactory. ______

Do Not put your name on this. C 1

E N

Instructions: As a teacher at SUHS you have a vested interest in the English Program. The following information could help us help you as well as our students. Please take the time to fill this out!

1. Suggestions to improve performance in your classes. What about low achievers? High achievers?

2. Suggestions to improve our program?

3. Do you grade English composition on your papers?

______ yes ______ no

Teacher ______________

D	1			

Please record the three problem areas most often mentioned in your conversation with parents.

1.

2.

3.

Comments:

Name ____________________

Class ____________________

Period ____________________

Date ____________________

QUESTIONNAIRE I

(1) **Why are you taking this course?**

(2) **What do you expect this course to do for you?**

(3) **What do you expect to get out of this course?**

QUESTIONNAIRE 2

Name ____________________

Class ___________________

Period __________________

Date ____________________

(1) Did this course meet your expectations? If not, why?

(2) What did you like most about this course? Why?

(3) What did you like least about this course? Why?

(4) If you could change one thing about this course, what would it be and how would you do it?